DOCUMENT RESUME

ED 129 026 EC 091 232

TITLE	Programming for the Gifted--General/Arts and Humanities/Math and Science. A Selective Bibliography. Exceptional Child Bibliography Series No. 609.
INSTITUTION	Council for Exceptional Children, Reston, Va. Information Services and Publications.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	76
NOTE	27p.
AVAILABLE FROM	CEC Information Services and Publications, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 ($4.00)
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	*Abstracts; *Annotated Bibliographies; Art; Elementary Secondary Education; Exceptional Child Education; Exceptional Child Research; *Gifted; Humanities; Mathematics; *Program Development; Sciences

ABSTRACT

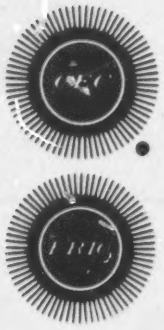
The annotated bibliography on Programming for the Gifted--General/Arts and Humanities/Math and Science contains approximately 125 abstracts and associated indexing information for documents or journal articles published from 1965 to 1975 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. Also provided are instructions for using the bibliography, a list of journals from which articles were abstracted, and an order form for ordering microfiche or paper copies of the documents through the ERIC Document Reproduction Service. (JM)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED129026

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY



Programing for the Gifted—General/Arts and Humanities/Math and Science

A Selective Bibliography

CEC Information Services and Publications
An ERIC Clearinghouse
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Exceptional Child Bibliography Series No. 609

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to The Council for Exceptional Children for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either The Council for Exceptional Children or the National Institute of Education.

EC091232

HOW TO USE THIS DOCUMENT

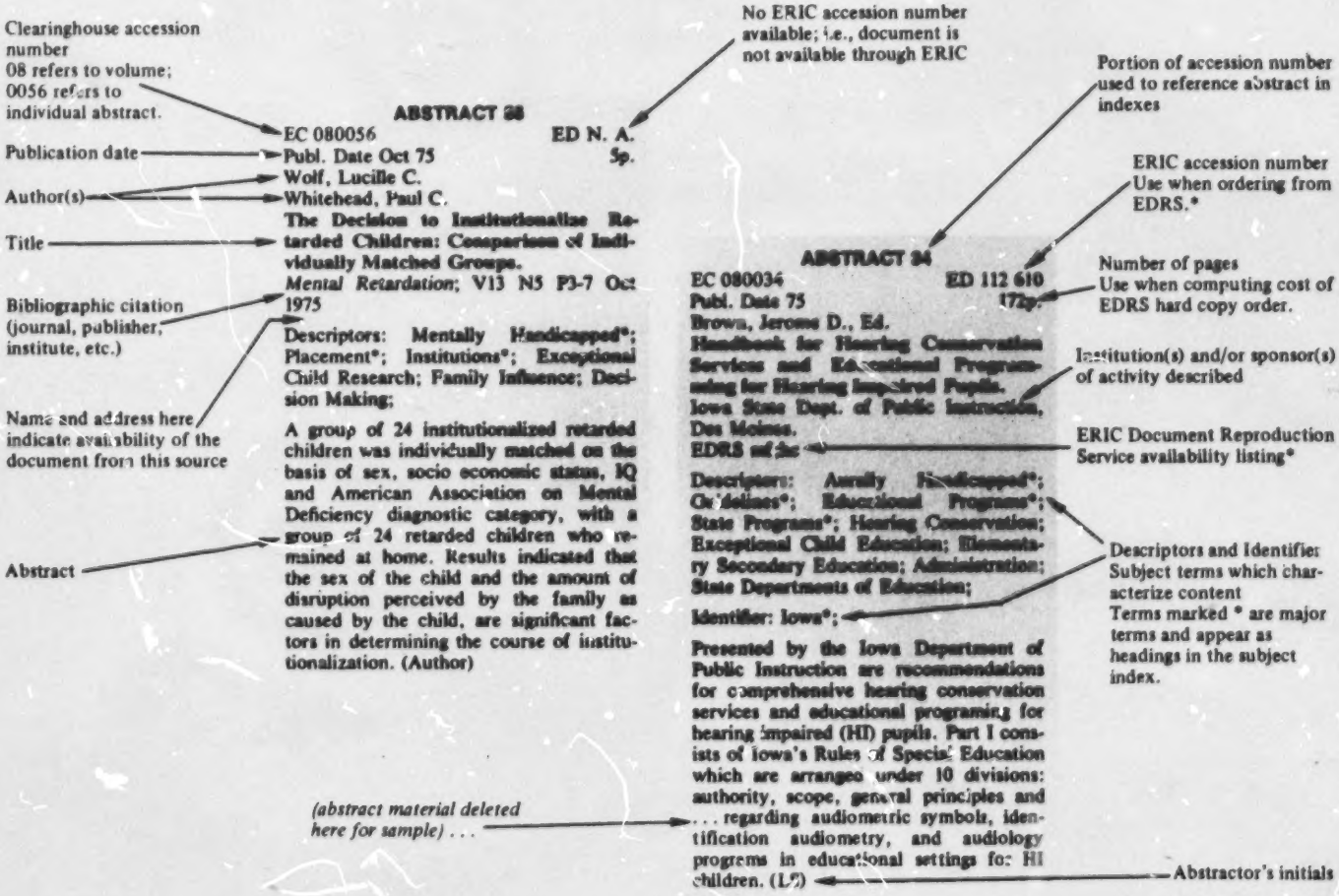
Each abstract contains three sections; bibliographic data, descriptors, and a summary of the document.

1. The bibliographic section provides:

   a. document identification number (EC)
   b. document order number if available (ED)
      Documents with a six digit number after the designation ED are ERIC documents. These documents may be purchased from EDRS (see last page of bibliography for order form) if the EDRS availability listing (EDRS mf and/or hc) appears in the bibliographic section. Documents with N.A. after the designation ED are journal articles or documents from commercial publishers. They must be obtained directly from the journal editor, commerical publisher or source.
   c. title
   d. author
   e. publication date
   f. source or publisher
   g. EDRS availability

2. Descriptors indicate the subject matter of the document.

3. The summary provides a comprehensive overview of document contents and, in some cases, availability is announced here.


Clearinghouse accession number
08 refers to volume;
0056 refers to individual abstract.
No ERIC accession number available; i.e., document is not available through ERIC
Portion of accession number used to reference abstract in indexes
ABSTRACT 08
EC 080056
ED N. A.
5p.
Publication date
Publ. Date Oct 75
ERIC accession number
Use when ordering from EDRS.*
Author(s)
Wolf, Lucille C.
Whitehead, Paul C.
Title
The Decision to Institutionalize Retarded Children: Comparison of Individually Matched Groups.
Bibliographic citation (journal, publisher, institute, etc.)
Mental Retardation; V13 N5 P3-7 Oct 1975
Descriptors: Mentally Handicapped*; Placement*; Institutions*; Exceptional Child Research; Family Influence; Decision Making;
Name and address here indicate availability of the document from this source
Abstract
A group of 24 institutionalized retarded children was individually matched on the basis of sex, socio economic status, IQ and American Association on Mental Deficiency diagnostic category, with a group of 24 retarded children who remained at home. Results indicated that the sex of the child and the amount of disruption perceived by the family as caused by the child, are significant factors in determining the course of institutionalization. (Author)
ABSTRACT 24
EC 080034
ED 112 610
Publ. Date 75
172p.
Number of pages
Use when computing cost of EDRS hard copy order.
Brown, Jerome D., Ed.
Handbook for Hearing Conservation Services and Educational Programming for Hearing Impaired Pupils.
Institution(s) and/or sponsor(s) of activity described
Iowa State Dept. of Public Instruction, Des Moines.
EDRS mf/hc
ERIC Document Reproduction Service availability listing*
Descriptors: Aurally Handicapped*; Guidelines*; Educational Programs*; State Programs*; Hearing Conservation; Exceptional Child Education; Elementary Secondary Education; Administration; State Departments of Education;
Descriptors and Identifiers
Subject terms which characterize content
Terms marked * are major terms and appear as headings in the subject index.
Identifier: Iowa*;
Presented by the Iowa Department of Public Instruction are recommendations for comprehensive hearing conservation services and educational programing for hearing impaired (HI) pupils. Part I consists of Iowa's Rules of Special Education which are arranged under 10 divisions: authority, scope, general principles and
(abstract material deleted here for sample) . . .
. . . regarding audiometric symbols, identification audiometry, and audiology programs in educational settings for HI children. (LP)
Abstractor's initials

CEC Information Center Journal Collection

The CEC Information Center regularly receives more than 200 journals which are examined for material concerning exceptional children. Articles judged to meet established criteria are abstracted, indexed and published in *Exceptional Child Education Abstracts (ECEA)*. Some of these articles are indexed and submitted also for announcement in *Current Index to Journals in Education (CIJE)*, an Educational Resources Information Center (ERIC) publication. The following list (current May 1976) is *representative* of journals currently received.

*Academic Therapy, 1539 Fourth Street, San Rafael, California 94901

ACTA Symbolica, University of Akron, Akron, Ohio 44304

Adolescence, PO Box 165, 391 Willets Road, Roslyn Heights, New York 11577

*American Annals of the Deaf, 5034 Wisconsin Avenue NW, Washington DC 20016

American Education, 400 Maryland Avenue SW, Washington DC 20202

American Educational Research Journal, 1126 16th Street NW, Washington DC 20036

American Journal of Art Therapy, 6010 Broad Branch Road, Washington DC 20015

American Foundation for the Blind Research Bulletin, 15 West 16th Street, New York, New York 10011

**American Journal of Diseases of Children, 535 North Dearborn Street, Chicago, Illinois 60610

*American Journal of Mental Deficiency, 49 Sheridan Avenue, Albany, New York 12210

American Journal of Nursing, 10 Columbus Circle, New York, New York 10019

**American Journal of Occupational Therapy, 6000 Executive Boulevard, Suite 200, Rockville, Maryland 20852

*American Journal of Orthopsychiatry, 1790 Broadway, New York, New York 10019

Archives of Otalaryngology, 535 North Dearborn Street, Chicago, Illinois 60610.

Arithmetic Teacher, 1201 16th Street NW, Washington DC 20036

ASHA, 9030 Old Georgetown Road, Washington DC 20014

Audecibel, 24261 Grand River Avenue, Detroit, Michigan 48219

Auditory & Hearing Education, 15300 Ventura Boulevard, Suite 301, Sherman Oaks, California 91403

Audiovisual Instruction, 1201 16th Street NW, Washington, DC 20036

Australian Children Limited, Box 91, Brighton 5048, South Australia

*Australian Journal of Mental Retardation, P.O. Box 255, Carlton, South Victoria 3053, Australia

AVISO, Newark State College, Union, New Jersey 07083

**Behavior Therapy, 111 Fifth Avenue, New York, New York 10003

Behavior Today, Ziff-Davis Publishing Co., 1156 15th Street NW, Washington DC 20036

Behavioral Disorders, Council for Children with Behavior Disorders, Indiana University, Bloomington, Indiana 47401

British Journal of Disorders of Communication, 4345 Annandale Street, Edinburgh EH7 4 AT, Scotland

British Journal of Mental Subnormality, Moorhull Hospital, Birmingham B30 3QB, England

British Journal of Physical Education, Ling House, 10 Nottingham Place, London WIM 4 AX, England

Bulletin of the Orton Society, 8415 Bellona Lane, Suite 204, Towson, Maryland 20402

Bulletin of Prosthetics Research, US Government Printing Office, Washington DC 20402

*Bureau Memorandum, 126 Langdon Street, Madison, Wisconsin 53702

CSMR Bulletin, 345 Campus Towers, Edmonton, Alberta, Canada

Canada's Mental Health, Information Canada, Ottawa K1A 0S9, Canada

CEDR Quarterly, Phi Delta Kappa, PO Box 789, Bloomington, Indiana 47401

Child Care Quarterly, 2852 Broadway, Morningside Heights, New York 10025

Child Development, 5750 Ellis Avenue, Chicago, Illinois 60637

**Child Psychiatry & Human Development, 2852 Broadway, Morningside Heights, New York 10025

Child Welfare, 67 Irving Place, New York, New York 10003

Childhood Education, 3615 Wisconsin Avenue NW, Washington DC 20016

Children Today, US Government Printing Office, Washington DC 20402

Children's House, Box 111, Caldwell, New Jersey 07006

Colorado Journal of Educational Research, University of Northern Colorado, Greeley, Colorado 80631

Communication Education (formerly Speech Teacher) Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

Compact, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203

Day Care & Early Education, 2852 Broadway, New York, New York 10025

Deaf American, 5125 Radnor Road, Indianapolis, Indiana 46226

Deficience Mentale/Mental Retardation, York University, 4700 Keele Street, Downsview, Ontario M3J 1P3, Canada

Developmental Medicine and Child Neurology, Spastic International Medical Publications, 20-22 Mortimer Street, London W1N 7RD, England

Devereux Forum, 19 South Waterloo Road, Devon, Pennsylvania 19333

DSH Abstracts, Gallaudet College, Washington, DC 20002

Dyslexia Review, The Dyslexia Institute, 133 Gresham Road, Staines, TW18 2AJ, England

*Education and Training of the Mentally Retarded, 1920 Association Drive, Reston, Virginia 22091

Education Digest, PO Box 623, 416 Longshore Drive, Ann Arbor, Michigan 48107

*Education of the Visually Handicapped, 919 Walnut St. Fourth Floor, Philadelphia, Pennsylvania 19107

Educational & Psychological Measurement, Box 6907, College Station, Durham, North Carolina 27708

Educational Forum, 343 Armory Building, University of Illinois, Champaign, Illinois 61820

Educational Horizons, 2000 East 8th Street, Bloomington, Indiana 47401

Educational Leadership, 1201 16th Street NW, Washington DC 20036

Educational Researcher, 1126 16th Street NW, Washington DC 20036

Educational Technology, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632

Elementary School Journal, 5801 Ellis Avenue, Chicago, Illinois 60637

English Journal, 1111 Kenyon Road, Urbana, Illinois 61801

*Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

*Exceptional Parent, 264 Beacon Street, Boston, Massachusetts 02116

Family Involvement, Canadian Education Programs, 41 Madison Avenue, Toronto, Ontario M5R 2S2 Canada

Focus on Exceptional Children, 6635 East Villanova Place, Denver, Colorado 80222

*Gifted Child Quarterly, 8080 Springvalley Drive, Cincinnati, Ohio 45236

Harvard Educational Review, 23 South Main Street, Uxbridge, Massachusetts 02138

Hearing, 105 Gower Street, London WCIE 6AH, England

*Hearing & Speech Action, 814 Thayer Avenue, Silver Spring, Maryland 20910

Hearing Rehabilitation Quarterly, New York League for the Hard of Hearing, 71 W. 23rd Street, New York, New York 10010

Human Behavior, PO Box 2810, Boulder, Colorado 80302

Humanist, 923 Kensington Ave., Buffalo, New York 14215

Illinois Schools Journal, 6800 South Stewart Avenue, Chicago, Illinois 60621

Indiana Speech & Hearing Journal, Ball State University, Muncie, Indiana 47306

Instructor, PO Box 6099, Duluth, Minnesota 55806

Inter-Clinic Information Bulletin, 317 East 34th Street, New York, New York 10016

International Child Welfare Review, 1 Rue De Varembe, 1211 Geneva 20, Switzerland

International Journal of Child Psychiatry, Verlag 10, Basel 13, Switzerland

International Rehabilitation Review, 219 East 44th Street, New York, New York 10017

Involvement, PO Box 460, Oak Ridges, Ontario, Canada

*denotes journals monitored for CIJE.

**denotes copyrighted journals for which ECEA has been granted permission to use author abstracts.

Journal for Special Educators of the Mentally Retarded, 171, Center Conway, New Hampshire 03813

*Journal of Abnormal Child Psychology, **Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

**Journal of Abnormal Psychology, 1200 17th Street NW, Washington DC 20036

*Journal of Applied Behavior Analysis, **University of Kansas, Lawrence, Kansas 66044

Journal of Applied Rehabilitation Counseling, 1522 K Street NW, Washington DC 20005

Journal of Association for Study of Perception, PO Box 744, De Kalb, Illinois 60115

*Journal of Autism & Childhood Schizophre-**nia, Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

Journal of Child Psychology & Psychiatry, Pergamon Press, Elmsford, New York 10523

*Journal of Clinical Child Psychology, 111 South Meramec Avenue, No. 208, St. Louis, Missouri 63105

Journal of Communication Disorders, American Elsevier Publishing Co., 52 Vanderbilt Avenue, New York, New York 10014

Journal of Community Health, Human Sciences Press, 72 Fifth Avenue, New York, New York 10014

**Journal of Consulting & Clinical Psychology, 1200 17th Street NW, Washington DC 20036

Journal of Creative Behavior, 1300 Elmwood Avenue, Buffalo, New York 14222

Journal of Developmental Disabilities, PO Box 8470, Gentilly Station, New Orleans, Louisiana 70182

Journal of Education, Department of Education, Halifax, Nova Scotia

**Journal of Educational Psychology, 1200 17th Street NW, Washington DC 20036

**Journal of Educational Research, Box 1605, Madison, Wisconsin 53701

Journal of General Education, 215 Wagner Building, University Park, Pennsylvania 16802

*Journal of Learning Disabilities, 5 North **Wabash Avenue, Chicago, Illinois 60602

Journal of Marriage & the Family, 1219 University Avenue SE, Minneapolis, Minnesota 55414

*Journal of Mental Deficiency Research, 86 Newman Street, London WIP 4 AR, England

Journal of Music Therapy, Box 610, Lawrence, Kansas 66044

Journal of Negro Education, Howard University, Washington DC 20001

**Journal of Nervous & Mental Disease, 428 East Preston Street, Baltimore, Maryland 21201

*Journal of Pediatrics, 11830 Westline Industrial Drive, St. Louis, Missouri 63141

**Journal of Personality Assessment, 1070 East Angeleno Avenue, Burbank, California 91501

Journal of Reading, 6 Tyre Avenue, Newark, Delaware 19711

Journal of Rehabilitation, 1522 K Street NW, Washington DC 20005

Journal of Rehabilitation of the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20910

Journal of School Health, American School Health Association, Kent, Ohio 44240

**Journal of School Psychology, 51 Riverside Avenue, Westport, Connecticut 06880

*Journal of Special Education, Grune and **Stratton, 111 Fifth Avenue, New York, New York 10003

*Journal of Speech & Hearing Disorders, 9030 Old Georgetown Road, Washington, DC 20014

*Journal of Speech & Hearing Research, **9030 Old Georgetown Road, Washington DC 20014

Journal of Teacher Education, One Dupont Circle, Washington DC 20036

*Language Speech & Hearing Services in Schools, 9030 Old Georgetown Road, Washington DC 20014

Lantern, Perkins School for the Blind, Watertown, Massachusetts 02172

Learning, 530 University Avenue, Palo Alto, California 94301

Mathematics Teacher, 1906 Association Drive, Reston, Virginia 22091

*Mental Retardation, 5201 Connecticut Ave-**nue NW, Washington DC 20015

Merrill Palmer Quarterly, 71 East Ferry Avenue, Detroit, Michigan 48202

Momentum, 350, One Dupont Circle, Washington DC 20036

Music Educators Journal, 1902 Association Drive, Reston, Virginia 22091

NASSP Bulletin, 1904 Association Drive, Reston, Virginia 22091

National Elementary Principal, 1801 North Moore Street, Arlington, Virginia 22209

The New Beacon, 224 Great Portland Street, London WIN/AA, England

*New Outlook for the Blind, 15 West 16th Street, New York, New York 10011

Notre Dame Journal of Education, PO Box 686, Notre Dame, Indiana 46556

Nursing Outlook, 10 Columbus Circle, New York, New York 10019

Optometric Weekly, 5 North Wabash Avenue, Chicago, Illinois 60602

Parents Voice, Journal of the National Society of Mentally Handicapped Children, Pembridge Square, London W2 4EP, England

Peabody Journal of Education, George Peabody College for Teachers, Nashville, Tennessee 37203

*Pediatrics, PO Box 1034 Evanston, Illinois **60204

**Personnel & Guidance Journal, 1607 New Hampshire Avenue NW, Washington DC 20009

Phi Delta Kappan, 8th & Union Streets, Bloomington, Indiana 47401

**Physical Therapy, 1156 15th Street NW, Washington DC 22005

Pointer, PO Box 131, University Station, Syracuse, New York 13210

Psychology in the Schools, 4 Conant Square, Brandon, Vermont 05733

Psychology Today, PO Box 2990, Boulder, Colorado 80302

Quarterly Journal of Speech, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

**Reading Research Quarterly, 6 Tyre Avenue, Newark, Delaware 19711

Reading Teacher, 6 Tyre Avenue, Newark, Delaware 19711

Rehabilitation Digest, One Yonge Street, Suite 2110, Toronto Ontario M5E 1E8, Canada

Rehabilitation Gazette, 4502 Maryland Avenue, St. Louis, Missouri 63108

*Rehabilitation Literature, 2023 West Ogden **Avenue, Chicago, Illinois 60612

Rehabilitation Teacher, 88 St. Stephen Street, Boston, Massachusetts 02115

Remedial Education, 5 Netherlee Street, Glen Iris, Victoria 3146, Australia

Review of Educational Research, 1126 16th Street NW, Washington, DC 20036

**Scandinavian Journal of Rehabilitation Medicine, Gamla Brogatan 26, Box 62, S-101 20 Stockholm 1, Sweden

Schizophrenia Bulletin, 5600 Fishers Lane, Rockville, Maryland 20852

School Media Quarterly, 1201-1205 Bluff Street, Fulton, Missouri 65251

*Sight Saving Review, 79 Madison Avenue, New York, New York 10016

Sign Language Studies, Linstock Press, 9306 Mintwood St., Silver Spring, Maryland 20901

*Slow Learning Child, St. Lucia, Brisbane 4067, Australia

**Social Work, 49 Sheridan Avenue, Albany, New York 12210

Southern Journal of Educational Research, Box 107, Southern Station, Hattiesburg, Mississippi 39401

Special Children, American Association of Special Educators, 107-20 125th Street, New York, New York 11419

*Special Education: Forward Trends, National Council for Special Education, 12 Hollycroft Avenue, London NW3 7QL, England

Special Education in Canada, Parkway V S, 1 Danforth Avenue, Toronto, Ontario, Canada

Speech Monographs, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

Teacher, 22 West Putnam Avenue, Greenwich, Connecticut 06830

Teacher of the Blind, Royal School for the Blind, Church Road North, Wavertree, Liverpool L156TQ, England

Teacher of the Deaf, 50 Topsham Road Exeter EX2 4NF, England

Teachers College Record, 525 West 120th Street, New York, New York 10027

**TEACHING Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

*Volta Review, 3417 Volta Place NW, Wash-**ington, DC 20007

Young Children, 1384 Connecticut Avenue NW, Washington, DC 20009

ABSTRACT 536

EC 03 0536 ED N.A.
Publ. Date Oct 70 13p.
Porter, Robert M.
Saturday Seminars for the Able and Ambitious.
EDRS not available
Bulletin Of The National Association Of Secondary School Principals; V54 N348 P26-38 Oct 1970

Descriptors: exceptional child education; gifted; after school activities; rural education; college high school cooperation; New York

Described is a program of Saturday seminars for the able and gifted students from a sparsely populated rural area in the Catskills (N.Y.), planned with the cooperation of a local college (State University College at Oneonta). Outlined are the use of the campus, the program content, student population and selection, costs, rationale, and evaluation. Also mentioned is a summer seminar program. (KW)

ABSTRACT 679

EC 03 0679 ED N.A.
Publ. Date 65 134p.
Improving Programs for the Gifted.
Philadelphia Suburban School Study Council, Group A, Pennsylvania
Pennsylvania University, Philadelphia, Educational Research And Service Bureau
EDRS not available
Interstate Printers And Publishers, Inc., 19 North Jackson Street, Danville, Illinois 61832 ($3.00).

Descriptors: exceptional child education; gifted; creativity; curriculum; teaching methods; creative development; program guides; program planning; program improvement

Designed for teachers, administrators and laymen, the handbook considers educational programs for the gifted. Philosophy and goals are noted. Problems discussed are identification policies and practices; underachievement; administrative arrangements; seminars, independent study, and summer school; providing for relationships among subject areas; marking and grading; personnel matters; and program appraisal. Creativity is explored and examples of creative assignments are reported by grade level and subject. Also included are a discussion and illustrations by a creative elementary teacher. Suggested readings are listed throughout. (MS)

ABSTRACT 729

EC 03 0729 ED N.A.
Publ. Date Mar 70 4p.
Horn, Lister W.; Gleason, Gary M.
Teaching a Unit on the Computer to Academically Talented Elementary School Children.
EDRS not available
Arithmetic Teacher; V17 N3 P216-9 Mar 1970

Descriptors: exceptional child education; gifted; enrichment; grade 5; grade 6; elementary school students; computers; computer science education

Concepts of the computer were taught to academically talented fifth and sixth grade students in 10 sessions of one and a half hours each. Included in the unit were computer history, numeration systems, computer hardware, and FORTRAN programing. Students wrote programs independently, showed interest, and gained understanding of a language of programing. Suggestions for improved units are discussed. (MS)

ABSTRACT 874

EC 03 0874 ED
Publ. Date Nov 70 33p.
House, Ernest R. And Others
Development of Educational Programs: Advocacy in a Non-Rational System.
Illinois University, Urbana, Center For Instructional Research And Curriculum Evaluation
Illinois State Office Of The Superintendent Of Public Instruction, Springfield, Department Of Program Development For Gifted Children
EDRS mf,hc

Descriptors: exceptional child research; gifted; program development; program evaluation; educational quality; educational programs; Illinois

During the evaluation of the Illinois Gifted Program, the process of program development was also studied. The purpose of the study was to determine the sequence of events necessary to program development, and, based on the judgments of quality about the individual programs, to separate the different patterns of development leading to high and low quality programs. Subjects were 34 school districts (10% of a sample of 340) in Illinois receiving money from the state for gifted programs. Over 25 kinds of data were collected by various methods (director, teacher, and student interviews, class activities questionnaire, classroom observation, documents), on which judgments of program quality were made. Program case histories were also collected. Fifty-five independent variables were identified and quantified. Some variables associated with gifted program quality were found to be larger-sized districts, unit (K-12) districts, recognized need, a teacher or staff administrator (rather than line administrator) as director, high director involvement, consultant services, selection of change-minded teachers, and large budget. (KW)

ABSTRACT 1003

EC 03 1003 ED 044 893
Publ. Date 70 21p.
Model Programs: Childhood Education. Boston Public Schools Learning Laboratories.
Office Of Education (DHEW), Washington, D. C., National Center For Educational Communication
Office Of Economic Opportunity, Washington, D. C.
EDRS mf
Superintendent Of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($0.20).

Descriptors: exceptional child education; slow learners; gifted; learning laboratories; program descriptions; public schools; demonstration projects; elementary education; Boston Public Schools Learning Laboratories (Massachusetts)

Described as one of 34 booklets in a series of promising programs on childhood education, the report presents information on the Boston Public Schools Learning Laboratories (Massachusetts). The special approach for slow learners and gifted students in grades two through four is discussed in terms of purpose and structure, population served, specific materials and facilities, financial aspects, and future plans. Additional sources of information on the program are also provided. (RD)

ABSTRACT 1060

EC 03 1060 ED N.A.
Publ. Date 70 5p.
Rush, Barbara M.
Montessori for the Gifted.
EDRS not available
Children's House; V4 N4 P5-9 Win 1970

Descriptors: exceptional child education; gifted; educationally disadvantaged; low income groups; special schools; instructional materials; educational programs; parent counseling; Creative Learning Center (Dallas, Texas); Montessori Method

The Creative Learning Center (Dallas, Texas), a school for bright children from low income families, is described. Adaptations of the Montessori method are discussed and instructional materials described. Parent counseling by the staff is seen as a vital part of the program. (CD)

ABSTRACT 2485

EC 03 2485 ED N.A.
Publ. Date 70 272p.
Hildreth, Gertrude Howell
Educating Gifted Children at Hunter College Elementary School.
EDRS not available
Greenwood Press, Inc., 51 Riverside Avenue, Westport, Connecticut 06880.

Descriptors: exceptional child education; gifted; special schools; program descriptions; educational programs; Hunter College Elementary School

Examined are the role and the achievements of Hunter College Elementary School in New York City in educating gifted children. Distinctive features characterizing the program of the school are described. Data cited refer to the school's first 10 years (1941-1951). The discussion covers administrative organization, goals and curriculum, class organization, teaching methods, instructional resources, and specific instruction in subject matter and academic skills. Also covered are school life and school-community and school-parent relationships. The guidance and adjustments of gifted children are appraised, and the role of the school in the preparation of teachers of the gifted outlined.

Evaluative evidence relating to the academic achievement, skills, and attitudes of students is cited to establish the validity of the school's program. (KW)

ABSTRACT 3161

EC 03 3161 ED N.A.
Publ. Date 71 13p.
Bennett, Frances and Others
Potentially Gifted and Talented High School Youth Benefit from Independent Study.
EDRS not available
Gifted Child Quarterly: V15 N2 P96-108 Sum 1971

Descriptors: exceptional child education; gifted; independent study; senior high school students; program descriptions

Described is the Independent Study Program for Talented and Gifted Students at the Hamden-New Haven (Connecticut) Cooperative Education Center, in which gifted and highly motivated students from one suburban and three urban high schools are able to take one academic subject for credit in Independent Study in lieu of some course in their home high school. Philosophy of education of the gifted, methods of student selection, and examples of individual interests or projects pursued by students are summarized. The teacher is seen to fulfill the role of guide and resource, rather than data giver. Evaluations of the program cited point to its success in identifying and nurturing aspects of creativity. (KW)

ABSTRACT 1401

EC 04 1401 ED 059 571
Publ. Date 72 66p.
Tongue, Cornelia, Comp.
Potpourri: Productive Programs for Gifted/Talented.
North Carolina State Department of Public Instruction, Raleigh, Division for Exceptional Children
EDRS mf,hc

Descriptors: exceptional child education; gifted; program descriptions; educational programs; special classes; state programs; North Carolina

The publication is a compilation of descriptions of programs for gifted and talented students in North Carolina which have been evaluated by the State Division for Exceptional Children as outstanding and/or possessing worthwhile components on the instructional level. Programs, grouped into primary-elementary, junior high-middle school, and secondary categories, represent various disciplines. Most descriptions have been written by a teacher or administrator actually involved in the program. Descriptions cover class structure, staff utilization, and teacher-pupil selection. Listed at the end of each account is the name and address of a local contact person. (KW)

ABSTRACT 1671

EC 04 1671 ED N.A.
Publ. Date 72 9p.
Furr, Karl D. and Others
Canadian Programming for the Gifted.
EDRS not available
Gifted Child Quarterly: V16 N1 P32-40 Spr 1972

Descriptors: exceptional child education; gifted; student placement; program development; culture free tests

Explained is the development of a systems approach used to establish priorities and place students in a program for the gifted in a multiethnic and multiracial city. Initial student placement in the gifted program was based on intelligence test scores and was found to yield a disproportionately high number of Anglo-Saxon middle class students. A selection procedure was then developed that did not discriminate on the basis of cultural or social background and that provided built-in evaluation processes for all steps of the gifted program. The selection procedure involves teacher recommendation of students, group testing with two culture free tests, student selection based on either test score, and alternate referrals for students not identified by the tests. (CB)

ABSTRACT 1672

EC 04 1672 ED N.A.
Publ. Date 72 7p.
Baer, Donald Stewart
A Talking Typewriter for Young Gifted Children: Joys and Headaches.
EDRS not available
Gifted Child Quarterly: V16 N1 P41-7 Spr 1972

Descriptors: exceptional child education; gifted; preschool children; primary grades; typewriting; electromechanical aids

Discussed are disadvantages and advantages of using a talking typewriter program with preschool and primary grade children to teach reading and spelling. The program is found to be time consuming due to the extensive supervision required by the young children and is, in addition, quite costly. Advantages from the program are found to be high student interest in using the machine, with resulting gains in concept formation ability, incentive behavior, and ability to find embedded figures in a picture. Unforeseen problems mentioned include children's curiosity about the typewriter mechanism, the children's tendency to jam the typewriter, and difficulty for young children to return manual carriages. (CB)

ABSTRACT 2227

EC 04 2227 ED 063 715
Publ. Date (71) 25p.
Program of the Creativity Center: Project Gifted.
Warwick Public Schools, Rhode Island
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; gifted; intermediate grades; art; writing skills; educational programs; program descriptions

Described is the creativity center program, part of Project Gifted, an educational program for gifted intermediate grade children. The report pertains specifically to the Warwick Public Schools in Rhode Island. The program is described to give gifted children opportunity and encouragement in their academic and personal development. The program offers educational opportunities in both verbal and nonverbal learning, with half of the program focusing on creative writing, and half on visual arts activities. Eighty children participated during the first year and were divided into 10 groups, each group spending one half-day session in the creativity center for total of 36 lessons. The teacher role is defined to be that of creating a favorable, receptive atmosphere, of recognizing and encouraging talent. Art is thought to have great potential for revealing children's ideas and emotions and for nurturing their creative growth. Specific objectives of the visual arts program and the creative writing program are listed, followed by the educational objectives of illustrative lessons. Suggested art processes and media are listed, as are composition language, and style skills. (For related studies, see also EC 042 228-230.) (CB)

ABSTRACT 2228

EC 04 2228 ED 063 716
Publ. Date (71) 5p.
Project Gifted--A Cooperative Effort in Gifted Education.
Cranston School Dept., Rhode Island
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; gifted; educational programs; program descriptions; regional programs; intermediate grades; cooperative programs

Project Gifted, an educational program for gifted intermediate grade children, is described as a tri-city, cooperative effort in the demonstration of diverse educational procedures for the gifted. General goals for the project are noted as identification of gifted children, development of differential experiences to improve the learning programs for gifted children, and development of innovative programs to act as models for other communities. The program is said to focus on training in creative and evaluative thinking. Regional cooperation is found to create new avenues by which the education of gifted students can be achieved. The project is evaluated by a project evaluator. Pretest and posttest in both cognitive and affective domains measure student academic achievement and personal development. Results of the evaluation are thought to indicate that the program is successful. (For related studies, see also EC 042 227, EC 042 229-30.) (CB)

ABSTRACT 2229

EC 04 2229 ED 063 717
Publ. Date (71) 13p.
Project Gifted.
Cranston School Dept., Rhode Island
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; gifted; intermediate grades; educational programs; student placement; program descriptions

Covered in the short discussion of Project Gifted for intermediate grade children are program description, instructional strategy, classification of question categories to cue various levels of thinking, traits common to intellectually gifted students, and procedure for selection of students participating in Project Gifted. Project Gifted is described to foster a learning environment that enables a child to become a critical thinker. The instructional strategy is said to employ Bloom's Taxonomy of Educational Objectives as a frame of reference. The classification of question categories includes knowledge, comprehension, application, analysis, synthesis, and evaluation. Then follow brief statements about 17 traits common to intellectually gifted students. The procedure for selection of students is described to involve language arts, mathematics, and reading results on an achievement testbattery, verbal test scores, administration of the Stanford Binet Individual Intelligence Test and the Wide Range Achievement Test, results of a teacher behavior rating scale, a selection committee, and informing appropriate parents that their children have been selected for the program. (For related studies, see also EC 042 227-8 and EC 042 230.) (CB)

ABSTRACT 908

EC 05 0908 ED N.A.
Publ. Date Feb 73 5p.
Meskill, Victor P.; Lauper, Russell T.
Breaking the Lockstep for the Gifted.
EDRS not available
NASSP Bulletin; V57 N370 P58-62 Feb 1973

Descriptors: exceptional child education; gifted; senior high school students; college-high school cooperation; cooperative program; program descriptions; college preparation; accelerated courses

The rigidly structured progression of the educational system is criticized, and an innovative program is described which provides freshman college courses for qualified high school seniors. Regular college professors teach freshman courses at the high school in lieu of the high school's normal senior year curriculum. Students receive both a high school diploma and credit for the freshman year of college. The following program advantages are identified: the high school continues to receive normal state support for each student while using the college as a resource to solve staffing difficulties; student leadership is not removed from the high school; and students adjust to the pace of college level academic programs without the stress of social adjustment. (GW)

ABSTRACT 1121

EC 05 1121 ED 072 602
Publ. Date 73 12p.
Phillips, A. Craig and Others
Information Concerning the Program for Gifted and Talented Students.
North Carolina State Dept. of Public Instruction, Raleigh. Div. for Exceptional Children
EDRS mf,hc

Descriptors: exceptional child education; gifted; educational programs; state programs; public schools; identification; elementary school students; secondary school students; special classes; special schools; North Carolina

Presented in the form of 29 questions and answers is informaton on North Carolina's public school program for gifted and talented children at elementary and secondary levels. Discussed are the criteria for student eligibility, typical characteristics of gifted children, both acceleration and enrichment programs, special class curriculum, and funding. Also presented are 15 forms of special class organization including self contained classes, itinerant teachers, continuous progress, and advanced placement. Final questions describe teacher preparation and the Governor's School, an 8 week summer program for 400 gifted high school juniors and seniors. (DB)

ABSTRACT 2259

EC 05 2259 ED N.A.
Publ. Date Feb 72 2p.
Bernstein, Helen G. and Others
Education for Superior Learners.
EDRS not available
National Elementary Principal; V51 N5 P89-90 Feb 1972

Descriptors: exceptional child education; gifted; elementary school students; program descriptions; special classes; Fairfax County, Virginia

Described is the Fairfax County, Virginia, program for superior learners from third through sixth grades. The classes are reported to be housed in four centers, each serving 70 to 80 children all of whom have IQ's of 140 or above. Teachers are said to be selected on the basis of qualities such as academic preparation, self confidence, and a positive attitude toward gifted children. Explained is the team approach in each center and the use of volunteer aides. It is felt that intellectually gifted children are often deprived of such things as the chance to struggle for achievement and a basis for realistic self appraisal. Stressed for curriculum planning is pace, skill development, and opportunities for discussion. (DB)

ABSTRACT 2536

EC 05 2536 ED 081 162
Publ. Date 72 36p.
An Enriched and Cooperative Reading Program for Achievers at the Sixth Grade Level.
Central Arkansas Education Center, Little Rock
EDRS mf,hc

Descriptors: exceptional child education; high achievers; elementary school students; reading skills; enrichment; gifted; cooperative programs; reading materials; program descriptions; reading speed; reading ability; audio equipment; academic achievement

An enrichment and cooperative reading program for high achievers in grade 6 involved participants in four reading classes who received supplementary reading instruction with the aid of teacher made cassette tapes, listening stations, current newspapers and magazines, and Reader's Digest skill builders. Testing at the end of the first year (1970-1971) revealed lack of support for the three hypotheses: that experimentals would demonstrate greater reading proficiency than controls as measured by the Iowa Test of Basic Skills; that experimentals would achieve higher performance levels than a similar population the previous year; and that experimentals would achieve a performance level equivalent to one grade level above the previous year. Individual records kept on each child's progress showed gains in areas such as ability to comprehend, organize thoughts, and read rapidly. Students evaluated their program favorably, as did teachers, who found the learning climate in the classroom improved. At the end of the second year (1971-1972), results of testing with the Gates-MacGinitie Reading Test showed singificant gains for all the objectives. (MC)

ABSTRACT 2626

EC 05 2626 ED 082 409
Publ. Date 70 35p.
Junior and Senior High School Manual: Major Work-Honors-Advanced Placement Program.

Cleveland Public Schools, Ohio. Division of Major Work Classes
EDRS mf,hc

Descriptors: exceptional child education; gifted; program descriptions; acceleration; curriculum design; secondary school students; educational planning; teacher role; inservice teacher education; Cleveland

The manual for the major work-honors-advanced placement program for gifted secondary students in the Cleveland public schools is presented. The program is said to provide challenge through a multi-dimensional teaching approach involving special curricula, enrichment, and course acceleration. Included are criteria and forms for student selection, which typically requires IQ above 115, above average record, emotional stability, and recommentations or approval from principal, teacher, school psychologist, and parents. The normal sequence of courses for subject area honors programs in high school is given for English, foreign language, social studies, mathematics, and science. Explained are selection and functions of the honors counselor and teachers in junior and senior high school. Among teacher responsibilities focused upon are keeping abreast of new developments in teaching strategy, assiting individuals or study groups with special research projects, and drawing on community resources for enrichment. Components of inservice training are examined in terms of focus on goals, construction of classroom tests, examination of instruments that analyze teacher classroom behavior, use of consultant services, and use of instructional media. Additionally, directions for scheduling, marking, materials acquisition, and evaluation of students are explained. (MC)

ABSTRACT 2630

EC 05 2630 ED 082 413
Publ. Date 70 339p.
Teague, Cecil E., Comp.
Report of Gifted Child Project 1969-1970.

Decatur City Schools, Alabama
EDRS mf,hc

Descriptors: exceptional child education; gifted; program descriptions; inservice teacher education; language arts; secondary school students; writing skills; poetry; Decatur (Alabama)

Presented is the report of the gifted child project, conducted in the Decatur public schools, Alabama, from 1969 to 1970, consisting of an inservice program for 83 teachers and administrators and a pilot project in language arts for students in grades 9 and 10 in one high school. It is reported that the three teachers from the pilot project will continue to teach English to the same students throughout high school; also, the program will be expanded into elementary and secondary schools. Provided is information on expenditures, the national convention on gifted children, ways to meet gifted children's needs, and objectives for 10 inservice meetings. Samples of inservice materials (articles, papers, procedures, and guidelines) in areas such as the following are included: helps for the gifted child, terms used in literature of the gifted, problems in identification, a creativity test, dimensions of creative thinking (originality, fluency, flexibility, and elaboration), activities and ideas for elementary enrichment, and kinds of evaluation. A statement on philosophy which gives goals for maximum training of superior students precedes a section containing materials from the pilot project. Included are 11 short stories by students and their evaluations by students, the assignment sheet for the short story and poetry unit, comparisons of poetry and short stories, original poems, assignment sheets for the novel, and compositions on the novel. Also included are samples of teacher ratings and student ratings. (MC)

ABSTRACT 2665

EC 05 2665 ED 082 420
Publ. Date 69 122p.
Harsh, Jean; and Others
Treasury of Ideas: A Guide for Primary Major Work Teachers.
EDRS mf,hc
Cleveland Public Schools, Ohio.

Descriptors: exceptional child education; gifted; primary grades; class activities; teaching guides; individualized instruction; literature; language arts; citizenship

The guide for teachers of primary grade gifted children provides lesson ideas for the individualization of instruction at three levels of maturity in the areas of literature, outlining, oral presentation, citizenship, and other subject areas. Stressed is the gradual development of individual study skills. Noted for literature are basic skills to be developed at each maturity level such as location of main idea (Level A), answering thought questions, making relevant comments, and discussion and evaluation. Outlined are procedures for group discussions in a literature club format. Described is the development of outlining skills through the three maturity levels. Sample worksheets are offered for children to practice outlining and note taking skills. Also outlined are formats for the preparation of daily talks and criteria for evaluation. Citizenship is taught through the use of class meetings with elected leaders. The final section offers a potpourri of brief ideas for social studies, mathematics, science, language arts, art, and music. Examples are planning an imaginary air trip (social studies), making up problems using a code system (mathematics), planning a spacecraft trip to a planet, keeping a school diary, making a design for wallpaper (art), and composing original dances (music). (DB)

ABSTRACT 332

EC 06 0332 ED N.A.
Publ. Date 14 Jun 73 31p.
Patterson, Jo
Report for Diffusion. Project CLUE, Memphis Component.
Memphis City School System, Tenn.
EDRS not available
Memphis Board of Education, Gifted Education, 2597 Avery Avenue, Memphis, Tennessee 38112

Descriptors: exceptional child education; gifted; program descriptions; special classes; class activities; childhood; Memphis

Presented is the report of the Memphis component of Project CLUE (Cooperative Leadership for Urban Education) which serves 600 academically gifted children in grades 4, 5, and 6 with a seminar program requiring 2 half day sessions weekly. Noted is the current expansion of the program into the junior high and first grade levels. The centers are reported to be located in 11 area schools and to have as a major objective the provision of highly challenging learning experiences not available in the regular classroom curriculum. Described among program activities are brain teasers, group dynamics, experiences, independent study, logic problems, mini-courses, the study of propaganda, discussions, fieldtrips, and creative activities. Discussed are staff requirements and development, physical facilities, and cost (per pupil expenditure of $216). continuous evaluation of the program is reported. Also provided is a model of student involvement used in the program which stresses active rather than passive involvement in a process which includes the discussion group, research, production, and evaluation. A chart outlines the process of involvement in terms of teacher preparation, establishment of seminar environment, and increasing student involvement. For related information see EC 060 311. (DB)

ABSTRACT 776

EC 06 0776 ED 085 937
Publ. Date 72 52p.
Callison, Adair
Talented Students Individual Learning Experiences
Sioux Falls Independent School District #1, S. Dak.
EDRS mf, hc

Descriptors: exceptional child education; independent study; program proposals; program descriptions; gifted; secondary school students; identification; innovation; South Dakota (Sioux Falls); Title III

Proposed is a program to encourage 100 gifted secondary students in Sioux Falls, South Dakota, to initate and carry out educational projects on an individual basis, to be funded under the Elementary and Secondary Education Act, Title III. Provided are statistical data on the general project, budget, pupil population, program staff, (more than 200 teachers on a part time basis), number of participants and estimated costs, and the budget summary. The program is seen to serve special needs of the gifted and talented such as the need to be actively involved in activities that are personally satisfying. The program is said to be unique due to a broader definition of giftedness, the aspect of student-initiation, location of activities within the community, and timing of activities to include both school and non-school hours. Noted are demographic factors and non-public schools in the area. Listed are personnel and procedures involved in planning of the program. Program content and procedures are discussed in terms of antecedents (such as identification of target students), activities and transactions (such as procedures students follow to apply for a special project and progress monitoring), objectives and intended outcomes (such as 90% of students expressing a desire to continue work in the area of the project), a summary of evaluation design, and provisions for dissemination of program information. Project management is covered in an appended chart of critical tasks and target dates. Noted are financial efforts to phase out federal support for the program. Also provided are a map of the school district, a program chart, and forms used in the program. (DB)

ABSTRACT 777

EC 06 0777 ED 085 938
Publ. Date 72 62p.
Anderson, Helen
Program for Gifted and Talented.
Huron Independent School District #4, S. Dak.
EDRS mfhc

Descriptors: exceptional child education; gifted; program proposals; program descriptions; educational planning; identification; curriculum development; special classes; information dissemination; inservice teacher education; South Dakota (Huron); Title III

Presented is a proposal for a 3-year program for an estimated 122 to 203 gifted and talented students in public and parochial Huron, South Dakota, schools, to be funded through the Elementary and Secondary Education Act, Title III. Outlined to jusitfy the proposal are plans to develop identification procedures, a differentiated curriculum, inservice teacher training, and information dissemination; existent advantages such as modular scheduling in three schools; and proof of a unique program given by a plan to develop a guide for a five-component model suitable for use by other schools. Listed are persons and procedures associated with the planning process. Among program components and procedures summarized are national

criteria for identification of gifted students and local criteria such as IQ scores of at least 120 on the Otis Lennon Mental Ability Test; gradual program expansion from grades 4, 7, and 10 in the first year to grades 4 through 12 in the third year; and program plans for professional staff (such as a psychologist), facilities, instructional materials, a procedural guide for teachers, inservice training, evaluation, a timetable for needs assessment, and selection procedures. Other program aspects include student activities listed in terms of an experience program, production of a visible product, problem solving and talent sharing; and objectives for students, parents, and adults in the community. Summarized are strategies for evaluation, public management (including a planning chart), and financial effort. Also given are job descriptions, selection forms and letters. Included in front matter is a statistical summary of the program. (MC)

ABSTRACT 867

EC 06 0867 ED N.A.
Publ. Date F 73 4p.
Pinellie, Thomas E.
Utilizing Community Resources in Programming for the Gifted.
Gifted Child Quarterly; V17 N3 P199-202 F 1973

Descriptors: exceptional child education; gifted; cooperative programs; career education; enrichment; senior high school students

Briefly described is a 6-week cooperative program involving community resources to provide grade 11 and 12 gifted students with opportunities to exercise abilities and make realistic vocational choices. The program is said to be a joint effort of the National Aeronautics and Space Administration's (NASA) Langley Research Center in Hampton Virginia and six surrounding school districts. Program features are given to be selection based on criteria such as scholastic achievement (particularly in mathematics and science); one-to-one assignment with NASA personnel to explore areas such as acoustics, electronics, life sciences and journlaism; performance of laboratory experiments; seminars; and field trips. Results of evaluation indicate experience to be worthwhile. (Source for program information is included). (MC)

ABSTRACT 1288

EC 06 1288 ED 087 186
Publ. Date 57p.
Lewis, H. Michael
Opening Windows Onto the Future: Theory of the Governor's School of North Carolina.
Governor's School of North Carolina, Winston-Salem.
North Carolina State Dept. of Education, Raleigh.
EDRS mf,hc

Descriptors: exceptional child education; gifted; curriculum; theories; creative ability; high achievers; senior high school students; summer programs; cognitive development; psychology; concept formation; aspiration; social adjustment; Governor's School of North Carolina

Presented is the curriculum theory designed for 400 gifted boys and girls, from rising junior and senior classes in high school, who attend the 8-week summer Governor's School (GS) of North Carolina. The main aim of the GS is given to be inspiring and guiding furture leaders by providing opportunities for special aptitude, general conceptual, and personal/social development. The curriculum theory is said to challenge gifted students' theoretical ability with up-to-date theories in various fields of arts and sciences. It is maintained that theory rather than facts helps students cope with world views on the new physical universe of space-time and fluent process, new depth psychology concerning human behavior, and new moral and theological doctrines concerning man in the universe. Differential and learning characteristics of the gifted are reviewed to indicate the GS rationale for centering on 'conceptual intelligence'. Examined in detail is an abstractive model of the mind which requires progressive inward movement from the concrete through stages of inspection (sensory), perception, imagination, and intellection to the undifferentiated continuum (unconscious or preconscious level) where the creative process occurs, and return to the concrete armed with interpretative theory. Reference is made to the concept of withdrawal and return of A. Toynbee. Area II for general conceptual development is seen to include reorganization of the logical structure of thought and avoidance of old types of language for interpreting reality. Area III is said to focus on teaching students the mechanisms of creativity and anxiety through use of the model. (Included is a streamlined illustration of a lesson in 20th century music showing in dialog form how the teacher leads students through deeper levels of thought to the abstract.) (MC)

ABSTRACT 1330

EC 06 1330 ED N.A.
Publ. Date Win 73 6p.
Rosenberg; Harry E. Wing; Ehrgott, Richard H.
Performance Contracting, Programmed Learning and Behavior Modification May Inhibit Learning of the Gifted.
Gifted Child Quarterly; V17 N4 P254-9 Win 1973

Descriptors: exceptional child education; gifted; behavior change; motivation; success factors; operant conditioning; reinforcement

It is maintained that modification techniques of positive and intermittent reinforcement specified by B. Skinner to prevent extinction may adversely effect the critical internal motivators of gifted students, who may be bored by constant success. Educational leaders of the gifted are advised to spend equal time on class work involving risk taking and difficulty and to rely on behavior modification techniques only for training specific academic and social behaviors. (MC)

ABSTRACT 1452

EC 06 1452 ED 089 507
Publ. Date Mar 74 19p.
Williams, Jane Case
Education of the Gifted and Talented: A Role for the Private Sector.
Office of Education (DHEW), Washington, D. C. Office for Gifted and Talented.
EDRS mf,hc

Descriptors: exceptional child research; gifted; national surveys; educational needs; community services; government role; manpower needs; research needs; art

Reported were the results of a survey of approximately 78 leaders in the field of education for the gifted and talented who were asked to identify priority needs and areas of greatest potential for investment by the private sector. Participants were said to have been selected on the basis of national reputation, specific accomplishments, current knowledge, practical experience, and understanding of gifted and talented education. Identified were the following priorities: coordination of resources on a national scale; development of leadership by individuals and institutions; services, especially community related services for the gifted; training of personnel, including parents, to work with the gifted; research, on other than academic identification techniques; and arts and humanities as both process and product for the gifted. Also identified were the following target populations: institutions, rural residents, urban residents, American Indians, Blacks, Spanish speaking people, the handicapped, women, and parents. Age groupings considered ranged from early infant education through college and lifetime learning. Appended are the survey letter and a listing of respondents. (DB)

ABSTRACT 1503

EC 06 1503 ED090 704
Publ. Date Nov 73 22p.
Gifted and Talented Programs; A Selective Bibliography. Exceptional Child Bibliography Series No. 609.
Council for Exceptional Children, Reston, Va.; Information Center on Exceptional Children.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091.

Descriptors: exceptional child education; gifted; annotated bibliographies; educational programs; abstracts; elementary school students; secondary school students; bibliographies
The annotated bibliography on educational programs for talented and gifted children and adolescents contains approximately 80 abstracts and associated indexing information for documents, published from 1961 through 1973, which have been selected from the computer file of the Information Center of the Council for Exceptional Children. It is explained that the abstracts were chosen according to criteria of availability of document to user, current applicability,

information value, author reputation, and classical content. Preliminary information is given to explain how to read the abstract (a sample abstract is included for identification of abstract parts), how to use the author and subject indexes, how to order documents through the Educational Resources Information Center Reproduction Service, and how to order 'Exceptional Child Education Abstracts' in which the abstracts are originally published. Also provided are a list of terms searched to compile the bibliography and a list of journals from which articles were abstracted. References included treat aspects such as elementary and secondary curriculums in states such as California, the disadvantaged gifted, creativity, and the teaching of literature. (MC)

ABSTRACT 1772

EC 06 1772 ED090 730
Publ. Date Jul 68 18p.
Warner, Valerie A.
Gifted Children as Tutors of Educable Mental Retardates. Mental Retardation Training Program Technical Report Series 68-1.
Ohio State Univ., Columbus.
EDRS mf,hc
Mental Retardation Training Program, 9 West Buttles Avenue, Columbus, Ohio 43215.

Descriptors: gifted child research; gifted; educable mentally handicapped; tutoring; student attitudes; mentally handicapped; elementary school students; peer relationship

Nine gifted 5th grade students received a 2-week training program, tutored 36 educable mentally retarded (EMR) 1st grade students for 12 weeks, and later gave responses on an attitude scale (as did 15 gifted nonparticipating controls). During training the experimental Ss were taught to use materials such as readiness books and a flannel board, were shown pictures and studies of retarded children, and were acquainted with the kind of behavior to expect from their students. The Ss made lesson plans according to a summary of each 1st grade child's need for aid with basic number facts, reading level skills, and art skills, and also developed progress reports. Each Ss tutored three tutees 45 minutes twice weekly. Questionnaire items such as 'should retarded children be in school?', and 'would you invite a retarded child to your birthday party?' elicited the following attitu[illegible] experimental Ss were more accepting o[illegible]MR students in a school situation, and were more willing to accept the EMR child in their homes (but hesitant to have an EMR child eat with the family) than controls; and neither experimental nor control Ss fully understood the concept of retardation although the experimental Ss had a greater understanding. A year after the study the gifted tutors continued to work with the EMR students. (MC)

ABSTRACT 1916

EC 06 1916 ED 090 753
Publ. Date Sep 73 46p.
Schrock, John H.
A Program for the Development of an Elementary School Program for the Gifted Child.
EDRS mf,hc

Descriptors: exceptional child education; gifted; program descriptions; enrichment; program evaluation; high achievers; program development; California

A 1-year (1972 to 1973) program for 40 gifted children in grades 1 through 6 involved identification, implementation, and evaluation. Upon state (California) mandate for initiation of an enrichment program for the gifted, the Stanford-Binet Intelligence Scale was used to identify students with IQ scores of at least 130. Program development (limited by funding of $25.00 per student) involved 22 teachers; ranking by students of interest (from highest to lowest) in language arts, science activities, typing, mathematics, and foreign languages; and 17 activities such as a stock market project, film making, and newspaper writing undertaken mainly in regular classes. Spanish was taught to primary students, and French was offered to intermediate students. Evaluation by students on a scale of very interesting to poor indicated that critical thinking skills activities were rated good and social awareness situations activities were rated very interesting, as were mathematics and prespeed reading skills activities. Teachers indicated that their methods of contracts, interest centers, and activities boxes (for in depth area study) were successful, but programed instruction bored the students; and that more money and time were needed. Among program benefits were parent participation and improvement of teachers' skills. (Included in appendixes are goals and objectives, a program description, proposed budget, evaluation procedures, and photographs.) (MC)

ABSTRACT 2044

EC 06 2044 ED N.A.
Publ. Date 74 293p.
Hoyt, Kenneth B., Ed.; Hebeler, Jean R., Ed.
Career Education for Gifted and Talented Students.
Olympus Publishing Company, 937 East Ninth South, Salt Lake City, Utah 84102 ($7.95)

Descriptors: exceptional child education; gifted; career education; conference reports; identification; work attitudes; occupational choice; values; curriculum development; guidelines; program descriptions

Presented are 11 invited papers prepared for two conferences held to develop as curriculum guidelines in career education for gifted and talented students. The two papers in Section A are intended to provide a basic conceptual background in career education and in the education of the gifted and talented. Considered in the three background papers of Section B are the following topics: the future of work, identification and characteristics of gifted and talented students, and career development problems of gifted and talented students. Value considerations in career education for gifted and talented persons is focused on in the two papers of Section C which examine basic values such as the nature of the human condition and supplemental issues such as the appropriateness of career education for the gifted when the disadvantaged and handicapped need it more. Section D is devoted to a narrative description of exemplary programs in career education for the gifted and talented such as the District of Columbia Youth Orchestra Program and Exploration Scholarships. The three chapters of Section E center directly on curriculum guidelines in career education, and discussed are policy considerations in career education for the gifted and talented, organization and administration, and such curricular considerations as what content ideas should exist throughout the career education curriculum. (DB)

ABSTRACT 2134

EC 06 2134 ED 091 910
Publ. Date 74 258p.
Annual Gifted Program: Evaluation Report 1972-1973.
Illinois State Office of the Superintendent of Public Instruction, Springfield.
EDRS mf,hc

Descriptors: gifted; state programs; state aid; program descriptions; exceptional child education; program evaluation; state surveys; teacher education; Illinois

The 1972-73 report provides evaluative perspectives on a variety of aspects of the Illinois public school program for gifted children. Sections provide an overview of the development of the Illinois programs; a review of independent evaluations of Gifted Area Service Centers; a summary of the first statewide survey of Area Service Center clientele; a sketch of the reimbursement component of the Illinois program; a synopsis of findings of the monitoring of 15 experimental projects funded by the Illinois program; judgemental portrayals of university-based training projects for educators of the gifted; five sketches representing the various facets of Illinois program activities; and a set of conclusions presented as an ecology of vital interrelationships of the Illinois Gifted Program. Findings related to the Area Service Centers of the Illinois Gifted Program are given to indicate that these institutions are an effective inservice agent in Illinois education. Findings in regard to the administration of state-funded experimental projects are seen to indicate that the quality of research activity conducted in school districts varies in the amount of time project directors allocate to the project. Findings related to the Training Projects supported by funds of the Illinois Gifted Program, are reported to indicate that training which incorporates direct contact with gifted children is desirable. (Author)

ABSTRACT 2206

EC 06 2206 ED 093 117
Publ. Date Jun 74 87p.
White, Alan J., Ed.; Milbury, Frank, Comp.
Evaluation of Programs for the Gifted and Talented: Report of the Connecticut Task Force on Evaluation.

Connecticut State Dept. of Education, Hartford. Bureau of Pupil Personnel and Special Education Services.
EDRS mf,hc

For Related Reports See EC062207 and EC062208.

Descriptors: exceptional child education; gifted; program evaluation; models; testing; program effectiveness; state programs; questionnaires; rating scales; conceptual schemes; Connecticut

The report (in working draft form) of the Connecticut Task Force on Evaluation of Programs for the Gifted and Talented examines evaluation issues of product, process, and presage and provides samples of nonstandardized evaluation instruments being used in 21 local Connecticut gifted programs. Product evaluation is seen to focus on student achievement gains. Given is an annotated listing of 10 aptitude measures, six achievement measures, and 12 creativity measures appropriate for the product evaluation approaches. Process evaluation is reported to center on key aspects of the ongoing student-teacher interaction. Described are three instruments: the Flanders Interaction Analysis, the Cerli Matrix, and a Class Activities Questionnaire. The presage design is explained to estimate the quality of a program by assessing key input variables, the DES-DEG model (Diagnostic and Evaluative Scales for Differential Education for the Gifted) is reviewed. Also described are two comprehensive models for program evaluation. The Eash model stresses the need for evaluation to allow for evolving program goals, while Key Features attempts to identify major variables of program success, prime interest groups, and relevant time factors. The samples of nonstandardized evaluation instruments from local programs include teacher questionnaires, student rating scales, parent questionnaires, and student self evaluation forms. (DB)

ABSTRACT 2241

EC 06 2241 ED 093 120
Publ. Date 74 103p.
Larsh, Edward B. and Others
Gifted and Talented Preschool Programs: Why Not in Head Start?
Office of Human Development (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; gifted; early childhood education; program descriptions; program development; program evaluation; guidelines; student characteristics

Described are four preschool programs for gifted children at the preschool level, and discussed are components of a good preschool program for the gifted and talented. It is believed that programs for the gifted can easily be included in a Head Start program. Reported are the results of on-site visits to two programs in Utah which resulted in recommendations such as the importance of inservice training and the need for curriculum based on development of problem solving skills. Briefly described are two other programs which stress skills such as creativity and decision making. Meetings with parents are reported to have shown agreement that the gifted child needs an enriched program but disagreement concerning whether gifted children should be in segregated or integrated settings. A good preschool program for the gifted and talented is seen to require identification of comprehensive objectives, provision for pupil differences, appropriate instructional materials and physical facilities, a flexible schedule, qualified staff, and a curriculum focus on the development of thinking skills. Emphasized in the section on the characteristics of preschool children are the multiplicity of potentials in children at the preschool age and the need for a program which provides a multiplicity of opportunities for free expression. (DB)

ABSTRACT 2266

EC 06 2266 ED 093135
Publ. Date 72 84p.
Renzulli, Joseph S.
An Evaluation of Project Gifted 1971-1972.
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; gifted; program evaluation; program descriptions; elementary school students; creative thinking; special classes; school districts; Rhode Island

Evaluated was Project Gifted, a tri-city (Cranston, East Providence, and Warwick, Rhode Island) program which focused on the training of gifted children in grades 4 through 6 in the creative thinking process. Project goals were identification of gifted students, development of differential experiences, and development of innovative programs. Cranston's program involved fulltime special classes, while East Providence's program had 2 1/2 hours daily of special instruction using a humanities based curriculum and Warwick's program had gifted students travel to a creativity center for a 2 1/2 hour session weekly. The evaluation model provided both formative (continuous feedback) and summative information on changes in student performance and attitudes resulting from program participation. Results of analysis of performance test results, classroom atmosphere, parent questionnaires, interviews, creativity test scores, sociometric data, and art and creative writing products showed all three programs to be highly successful. Among recommendations were the expansion of the internship program (Cranston), greater attention to the development of high mental processes (East Providence), and inclusion of a teacher with creative writing background (Warwick). Appended are the questionnaires used in the project. (DB)

ABSTRACT 2267

EC 06 2267 ED 093136
Publ. Date 74 50p.
Miller, Sue
Gifted and Talented Program. 1973-1974.
Juneau School Districts, City and Borough of Juneau, Alaska.
EDRS mf,hc

Descriptors: exceptional child education; gifted; program descriptions; enrichment; records (forms); creative ability; elementary school students; art; school districts; music; identification; talent identification; rating scales; program evaluation; check lists; Juneau

Provided is information on the gifted and talented program for children in kindergarten through grade 6 in Juneau, Alaska, and included are steps in identification, program implementation, and evaluation. It is explained that the enrichment program is intended for students with high intellectual ability, creative or thinking skills, leadership ability, ability in the visual and performing arts, or psychomotor ability. Explained are steps in identification which include teacher recommendation, recommendation of the placement panel, parent recommendation, and results of testing. Given are the rating scale for teachers and the checklist for parents. Outlined are steps in student identification, program implementation, and evaluation for the art and music components. Forms and lists used to help students select and perform individual study projects are provided. Also included are forms used for program evaluation by teachers, students, and parents. (DB)

ABSTRACT 2334

EC 06 2334 ED N.A.
Publ. Date Spr 74 5p.
Horwitz, Elinor L.
The Russians Have Insights Into American Provisions for the Gifted Not Commonly Known to U.S. Educators.
Gifted Child Quarterly; V18 N1 P17-21 Spr 1974

Descriptors: exceptional child education; gifted; grouping (instructional purposes); identification; program descriptions; learning processes; intelligence quotient; creativity

Excerpts are presented from an article published in Russian by the U.S. Information Agency which discusses the education of gifted children in the U.S. Research is reported to show that gifted children do not learn effectively when grouped with children of average intellectual ability. Current standards of giftedness are identified, including IQ scores above 130, and talent and creativity in the visual and performing arts. Cited are programs designed especially for gifted students, such as the Bronx High School of Science and the state of Connecticut's Science Center for Student Involvement. (GW)

ABSTRACT 2414

EC 06 2414 ED 093 143
Publ. Date 74 51p.
Independent Activities for Accelerated Students: Individualized Reading Instruction for Students.
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; gifted; teaching guides; reading; enrichment; elementary school students; resource guides; independent study; crea-

tive expression; individual activities, class activities

The teaching guide for use with accelerated elementary school students contains suggestions for independent reading activities, a list of independent reading books for beginning readers, and suggestions for creative activities. Stressed is the value of sharing enthusiasm about books to spur independent reading. Suggestions are given for talking about books, writing to share books, dramatizing books, using audio visual aids, writing poetry, writing about oneself, making things as a result of a book, developing skills through books, reading newspapers and magazines, and using books with older children. Listed are approximately 400 books for independent reading by beginning readers. Examples of suggestions for creative activities provided include writing poetry about colors or nature, writing stories about topics such as 'If I had the pouch of a kangaroo...', writing group stories or poems (for primary grades), writing a story in Indian picture writing, writing a biography, and using mood music to write about feelings. (DB)

ABSTRACT 2422

EC 06 2422 ED 094 499
Publ. Date May 71 67p.
Bodner, Fay R.; Matteo, Eileen A.
Emphasis: Providing for the Gifted--A Cooperative Venture?

Rhode Island State Dept. of Education, Providence.
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc
Conference Proceedings.

Descriptors: exceptional child education; gifted; conference reports; educational objectives; ability identification; counselor role; teacher role; interdisciplinary approach; Rhode Island

The report contains presentations delivered at the Rhode Island State Department of Education's conference dealing with the identification of gifted students, the importance of pupil personnel services in programs for gifted youth, and the need for an interdisciplinary approach (administrators, counselors, classroom teachers, educational specialists) in programs for gifted students. Included are brief opening remarks by several participants, a keynote address on broadening the concept of giftedness, and a presentation on the counselor's role in the education of gifted children. Also provided are panel reactions to and excerpts from two demonstration sessions in the first of which students were given a lesson based on B. Bloom's taxonomy of educational objectives (lesson plan included), and in the second of which techniques for eliciting expressions of students' feelings were explored. It is noted that a video tape of the instructional and counseling demonstrations is available through the State Department of Education. (GW)

ABSTRACT 2447

EC 06 2447 ED 094 503
Publ. Date 73 55p.
Neff, Benjamin G., Jr.
Designing and Implementing a Supervision System for a Mentally Gifted Program.
EDRS mf,hc
Practicum Report, Submitted in Partial Fulfillment Of the Requirements for the Degree of Doctor of Education, Nova University, Fort Lauderdale, Florida

Descriptors: exceptional child education; gifted; program descriptions; parent role; teacher role; elementary school students; practicums; innovation; cooperative programs; program planning; program evaluation; supervision; behavioral objectives

Described is a 1-year (1972-1973) practicum program which entailed planning, implementing and evaluating a supervision system of off-campus innovative instruction by parent-teacher teams for 42 gifted elementary school students. Discussed are development and implementation of the following program components: goals, such as teaching basic skills for student problem solving and critical thinking; objectives, such as student demonstration of increased appreciation of music, art, drama, and literature; implementation through inservice training of parents and teachers in Goal Oriented Supervision and Supervisory Conference techniques (incorporating behavior modification and reinforcement); activities such as ecology walks, a cooking workshop, attendance at a symphony concert, and instruction in Chinese; budget making; and evaluation procedures, such as coordinator discussions with participants and mid- and end-of-year questionnaires. Major evaluation results are given to indicate that 80% of respondents considered the supervision system to be effective and worthy of replication the following year. The program is seen to have implications for use by field administrators for involving parents and teachers. Given in appendixes are details of program aspects such as [illegible], activities, and costs; a summary of evaluation procedures; explanations of supervision policies including goals, assessment of staff skills, and steps in supervision; criterion checklists for Spanish and parent involvement; a discussion on the supervisory conference including steps; and a continuum of stages in the supervisory role. (Author/MC)

ABSTRACT 2675

EC 06 2675 ED N.A.
Publ. Date 72 128p.
Education for the Gifted and Talented.
The National Elementary Principal, 1201 Sixteenth Street, Northwest, Washington, D. C. 20036.

Descriptors: exceptional child education; gifted; educational programs; program descriptions; educational needs; historical reviews; parent attitudes; principals; identification; program development; program planning; psychological characteristics; creativity; school role; government role; biographies

Sixteen articles address issues related to the education of gifted and talented children. Included are the U.S. Commissioner of Education's summary of activities undertaken by the Bureau of the Handicapped for gifted children, a historical overview suggesting that educational programs for the gifted have been attacked as being discriminatory to disadvantaged children, a parent's letter describing her frustrations with school personnel attitudes toward giftedness, and a discussion of issues regarding the identification of gifted and talented children. The following topics are considered also: the role of principals in the implementation of programs for the gifted; ideas (from a principal and an educational consultant) on program planning for the gifted; a special science class for gifted boys in grades 2 through 5 as it is viewed by a 7-year-old participant; genetic and environmental factors in intellectual and artistic giftedness; and characteristics of creative children and the role of schools and principals in fostering their creativity. Other articles pertain to such subjects as the life and work of Lewis M. Terman; one student's frustration with the regular educational setting; special programs for gifted children in several states; a Fairfax County, Virginia program for superior learners from third through sixth grades; Senator Jacob Javits' views of social obligations to gifted children and his proposals for federal leadership, state support, training, and research and demonstration; Congressman John Erlenborn's evaluation of an Office of Education report and his proposal that student identification and program development be left to state and local school systems; and sources of information about gifted children and youth. (GW)

ABSTRACT 26

EC 07 0026 ED N.A.
Publ. Date Apr 74 4p.
Dorothea, Sister Mary
Early Graduation: The High School View.
Clearinghouse; V48 N8 P497-500 Apr 74

Descriptors: exceptional child research; gifted; senior high schools; surveys; student promotion; early admission; college admission; flexible scheduling;

A questionnaire was sent to 45 high schools to determine current policies regard to early graduation for students who complete graduation requirements before the end of 4 years. Responses from 36 schools revealed findings such as the following: that 25 schools allowed early graduation (usually for students going on to college), that juniors graduating early retained eleventh grade status in 12 schools, that optional senior programs were provided in 11 schools, and that 14 schools had a stated policy of requirements for graduation. Findings also showed that there was general agreement among schools as to the importance of considering each request for early graduation individually, and that the 11 schools that did not favor early graduation were very firm in their convictions. (LS)

ABSTRACT 328

EC 07 0328 ED N.A.
Publ. Date Sum 74 7p.
Torrance, E. Paul
Ways Gifted Children Can Study the Future.
Gifted Child Quarterly; V18 N2 P65-71 Sum 1974

Descriptors: exceptional child education; gifted; creativity; trend analysis; problem solving; futures (of society); social change; teacher role; teaching methods; instructional materials;

It is important that educators of the gifted foster study of the future since it is today's gifted children who must solve the problems of the future. Children can be a taught to use imaginative role playing as a vocational guidance technique, sociodrama as a problem solving technique, and curriculum materials designed to allow students to see aspects of a future problem by elaborating upon it through drawings and other visual representations. Other methods for encouraging creative thought about the future include stories and poems about the future (such as 'With Skies and Wings'), curriculum materials on divergent thinking (such as 'invitations to Thinking and Doing'), the Delphi forecasting method in which several experts interact so that projections are made rationally and on the basis of shared information, and interscholastic future-oriented problem solving contests. (GW)

ABSTRACT 423

EC 07 0423 ED 100072
Publ. Date Jan 61 311p.
Simpson, Roy E.; Martinson, Ruth A.
Educational Programs for Gifted Pupils: A Report to the California Legislature Prepared Pursuant to Section of Chapter 2385, Statutes of 1957.
California State Dept. of Education, Sacramento.
EDRS mf,hc

Descriptors: gifted; demonstration projects; program descriptions; program evaluation; exceptional child education; elementary education; secondary education; state programs; ability grouping; acceleration; enrichment; state departments of education; California;

Presented is the final report of the California State Department of Education on the involvement of 929 gifted children (grades 1 through 12) in 17 experimental educational programs during the 1958-59 school year. The experimental programs evaluated are divided into three categories: special groupings, acceleration, and enrichment in the regular class. A summary of the final report is followed by 5 chapters describing the study's origin, development, research design, participating teachers and sponsors, and programs. Subsequent chapters deal with the following topics: identification of pupils; evaluation of pupil achievement; characteristics of the population (including talents and skills reported by parents, and student attitudes revealed in essays); evaluation of pupils by parents, teachers, and selves; and evaluation of the programs by teachers, pupils, and parents. Examined in Chapters 14 through 19 are reactions to specific programs by pupils, parents, and teachers; evaluation of Ss social relationships and emotional maturity; administrative operation of programs; evaluation of specific programs (by teachers, consultants, and effects on academic achievement); costs of programs; and supplementary studies in five school districts. Various forms used to gather data are appended. Findings are summarized as indicating that the participating pupils made striking gains in achievement with accompanying personal and social benefits. (LS)

ABSTRACT 478

EC 07 0478 ED 098 757
Publ. Date 16 May 74 12p.
Nevada State Plan for Gifted and Talented.
Nevada State Dept. of Education, Carson City.
EDRS mf,hc

Descriptors: exceptional child education; gifted; state programs; program planning; Nevada;

The document presents the Nevada State Plan for Gifted and Talented adopted by the Nevada State Board of Education, May 16, 1974. The first section gives a position statement. A section on planning includes a table of the estimated number of academically talented students in Nevada school districts. Other sections outline State Board of Education goals, specific objectives for completion of the goals, programs, budgetary considerations, and strategies to attract support for education of the gifted and talented. (MYS)

ABSTRACT 740

EC 07 0740 ED N.A.
Publ. Date Sum 74 6p.
Tongue, Cornelia
Plateau III: North Carolina's Gifted and Talented Program 1961-1974.
The Association for the Gifted Newsletter; V16 N4 P21-26 Sum 74

Descriptors: exceptional child education; gifted; state programs; educational programs; North Carolina

Activities of North Carolina's program for gifted and talented youth are reviewed. Four persons are reported to work full time to assist school districts to provide services for North Carolina's 100,000 most able students. Alternatives to self contained classes are said to include half day programs serving twice as many children, use of parent volunteers in classes, and use of itinerant resource teachers for enrichment education. Noted are certification requirements for teachers of the gifted, and efforts to identify minority pupils and include them in programs for the gifted. Planning efforts are reported to focus on such areas as programs for preschoolers and a summer science program for gifted youth. (GW)

ABSTRACT 1277

EC 07 1277 ED N. A.
Publ. Date Feb 75 2p.
Winters, Stanley A.
What Should We Do About Loretta? Acceleration May Be the Answer.
Instructor; V84 N6 P67-8 Feb75

Descriptors: exceptional child education; gifted; high achievers; acceleration; evaluation criteria; student placement; case studies (education);

Acceleration is one way to meet the needs of the academically talented. Placement decisions should be based on the following criteria: the pupils intellectual, academic, physical, social, and emotional maturity; chronological age in relation to present and future classmates; teacher attitude, student-teacher ratio, and potential ability to function within the new group; parental attitude; the effect upon siblings; and evidence of a stable attendance pattern. A case study of a gifted second grader who moved successfully to third grade illustrates the application of the evaluative criteria. Prior to final placement, the student should visit the upper grade on a 2-to-3-week trial basis. (LH)

ABSTRACT 1419

EC 07 1419 ED 102 765
Publ. Date Jun 74 31p.
Geur, Gayle Haywood
Teaching the Talented Program: A Progress Report.
Connecticut Univ., Storrs. School of Education.
EDRS mf; hc

Descriptors: gifted; disadvantaged youth; change agents; leadership training; professional education; exceptional child education; minority groups; graduate study; teacher role; administrator role; fellowships; talent identification; talent utilization; Teaching the Talented Program; University of Connecticut;

Presented is a progress report (covering 1969-1974) on the University of Connecticut Teaching the Talented (TTT) Program, which is designed to recruit and train leadership personnel to work with gifted disadvantaged youth. It is explained that 46 teachers and school administrators experienced in working with minority populations were recruited as TTT Fellows. Described is the TTT training program consisting of three components: theoretical courses dealing with such topics as psychology and education of talented, creative students and socio cultural dynamics of minority groups; internships and practical experiences in settings such as urban schools and community action agencies; and integrative experiences, including seminars on inner city problems, discussions with resource personnel, and visits to programs for high-potential disadvantaged students. Reported are evaluation procedures and findings such as that TTT Fellows developed sensitivity to the needs of gifted disadvantaged students and that many felt that the field experience was the most valuable program component. Cited are examples of the current impact of TTT Fellows as change agents including their attainment of leadership positions as teacher trainers and administrators, and their publication of over 50 articles on topics such as program planning and their publication of over 50 articles on topics such as program planning and curricular materials. Dissertation titles are listed, and an appendix describes curricular packages developed by TTT Fellows. (LH)

ABSTRACT 2001

EC 07 2001 ED 104 093
Publ. Date Jun 74 237p.
Kaplan, Sandra N.
Providing Programs for the Gifted and Talented: A Handbook.
Ventura County Superintendent of Schools, Calif.
Office of Education (DHEW), Washington, D. C.
National Inst. of Education (DHEW), Washington D C.
EDRS mf;hc
An Instructional Syllabus for the National Summer Leadership Training Institute on the Education Of the Gifted and the Talented.

Descriptors: gifted; program planning; curriculum development; guidelines; administration; exceptional child education; program development; models;

The handbook, developed by the National Summer Leadership Training Institute (1972 and 1973) on the Education of the Gifted and Talented, provides background information for program development, worksheets for applying information and models which illustrate successful program ideas. Topics considered in the section on initiating a program are answering program planning questions, replying to criticisms of programs for the gifted, planning, differing roles and responsibilities, and philosophic considerations. Examined in the section on program prototypes are elements and kinds of prototypes intra-classroom prototypes, extra-classroom prototypes, special types of giftedness and talent, and guidelines for developing a prototype. Discussed are the following aspects of curriculum design: principles process and content elements, methods for differentiating curricular activities for the gifted and talented, guidelines for developing a curriculum, types of curricula, and format and packaging of the curriculum. Guidelines for developing a written plan are provided. Program preparation is seen to involve monitoring program progress and planning for inservice education. Also included are 54 bibliographic references and 10 references to written plans of various California school districts. (DB)

ABSTRACT 2010

EC 07 2010 ED N. A.
Publ. Date Feb 75 2p.
Akers, Sue
Spotlight on the Gulf Coast: Alabama. Programs for Gifted and Talented Children and Youth.
Talents and Gifts; V17 N2 P5-6 Feb 75

Descriptors: exceptional child education; gifted; state programs; program descriptions; educational programs; Alabama;

Alabama's programs for gifted and talented children and youth are surveyed. Information is provided on the number of teachers working full time with gifted and talented students, the responsibilities of the statewide coordinator for gifted education, participation by consultants in national and regional conferences and workshops, and a statewide conference on gifted and talented children. Also noted are publication of a State Plan for Gifted Education in Alabama, and publicity campaigns on television and in newspapers. (GW)

ABSTRACT 2011

EC 07 2011 ED N. A.
Publ. Date Feb 75 5p.
Garcia, Faye and Others
Spotlight on the Gulf Coast; Florida. Programs for Gifted and Talented Youth.
Talents and Gifts; V17 N2 P7-11 Feb 75

Descriptors: exceptional child education; gifted; state programs; educational programs; program descriptions; Florida;

Brief reports describe programs for gifted children and youth in six Florida counties. A general description of services in Dade County Public Schools is accompanied by short explanations of such programs as the Community Laboratory Research Program, the Oceanographic Laboratory Program for Inner City Youth and the Motivation in Depth Science Program. Efforts in Hillsborough County Schools are said to focus on removing gifted children from regular classrooms for 3 hours per week for classes which aim at horizontal enrichment and student involvement through such means as art education, creative dramatics and field trips. The discussion of the Executive High School Internships Program in Palm Beach County notes the involvements and reactions of four pupils placed in community organizations. Varied approaches adopted in Pinellas County are detailed, including two centers which children attend 1 day per week, itinerant teachers, teachers stationed at one school and the Executive Intern Program in which high school juniors and seniors work with local officials in business and government. Polk County efforts are said to involve 17 itinerant teachers working with approximately 100 children, after school involvement of seventh, eighth, and ninth graders at the Community College, summer sessions for fourth, fifth, and sixth graders, and county-wide seminars. Examined is Pine View School, a Sarasota County program for gifted students which serves resident public and private school children in grades 4 through 12 in a broad campus program that includes courses at several other schools as well as campus offerings. (GW)

ABSTRACT 2012

EC 07 2012 ED N. A.
Publ. Date Feb 75 3p.
Campbell, Bobby G ; Gilbert, Ellen
Spotlight on the Gulf Coast: Louisiana. Programs for Gifts and Talented Youth.
Talents and Gifts; V17 N2 P12-4 Feb 75

Descriptors: exceptional child education; gifted; state programs; educational programs; program descriptions; Louisiana;

Programs for gifted students are operating in three Louisiana parishes. The Calcasieu Parish SPARK (Seeking Purposeful Analytical and Realistic Knowledge) program functions in six schools and utilizes a curriculum that focuses on process more than product to develop high level cognitive, affective and creative skills. In the Lincoln Parish program sixth, seventh, and eighth graders organize learning experiences around broad themes such as hunger or energy, while high school students contract to work in special interest areas with a coordinator and teacher. Resource centers which provide enrichment experiences for up to 36 children daily comprise the Orleans Parish program for gifted students. (GW)

ABSTRACT 2013

EC 07 2013 ED N. A.
Publ. Date Feb 75 2p.
Karnes, Frances A.
Spotlight on the Gulf Coast: Mississipi. Programs for Gifts and Talented Youth.
Talents and Gifts; V17 N2 P14-5 Feb 75

Descriptors: exceptional child education; gifted; program descriptions; educational programs; state programs; Mississippi;

Legal and financial support voted in 1974 sponsored a Summer Enrichment Program for seventh and eighth graders in Mississippi. The program stressed diversification and individulaization of personal experiences through one-to-one relationships with university personnel, psychomotor activities such as swimming and ballet, and leadership activities. A workshop on special education programming for the gifted was held concurrently with the summer program. It was anticipated that six programs for the gifted will be initiated in January, 1975. Mississippi requirements for certification in gifted education were established in 1974 and included a bachelor's degree in teacher education, recommendation by the district superintendent, and completion of 18 semester hours in special education for the gifted. (GW)

ABSTRACT 2014

EC 07 2014 ED N. A.
Publ. Date Feb 75 2p.
Cox, June
Spotlight on the Gulf Coast: Texas. Programs for Gifted and Talented Youth.
Talents and Gifts; V17 N2 P16-7 Feb 75

Descriptors: exceptional child education; gifted; state programs; program descriptions; educational programs; Texas;

Opportunities in the education of gifted students in Texas are listed. Directions are provided for submitting proposals to the Gifted Students Institute, a national nonprofit educational organization located in Texas. Described is the Artists-In-Schools Program which places practicing professional artists in informal teaching and learning situations in elementary and secondary schools. Project suggestions are solicited for activities in the area of parent counseling and guidance by the Gifted Child Society, Inc. (GW)

ABSTRACT 2081

EC 07 2081 ED N. A.
Publ. Date 75 2p.
Gensley, Juliana
Let's Teach the Gifted to Read.
Gifted Child Quarterly; V19 N1 P21-2 Spr 1975

Descriptors: exceptional child education; gifted; skill development; reading; information utilization;

Reading for the gifted should be a process of gathering, interpreting, processing and using information. Students also need to build the information-seeking and evaluative skills that will enable them to analyze and evaluate their total environment. (LH)

ABSTRACT 2293

EC 07 2293 ED N. A.
Publ. Date 75 3p.
Walker, Joseph J.
Developing Values in Gifted Children.
Teaching Exceptional Children; V7 N3 P98-100 Spr 1975

Descriptors: exceptional child education; gifted; values; ethics; teaching methods; affective behavior; class activities;

The importance of providing education in values as well as academic instruction to gifted children is stressed. The idea of a cooperative society is compared with that of a competitive society. Activities that teachers could use to incorporate affective exercises, including clarification of values, into class routine are discussed. Also described is a problem solving activity designed to study the sharing of information in task oriented groups, focus on cooperation in group problem solving and observe leadership behavior in groups. An activity based on F. Williams' model for encouraging creativity in the classroom is explained. (GW)

ABSTRACT 2404

EC 07 2404 ED N. A.
Publ. Date 68 5p.
Renzulli, Joseph S.
Identifying Key Features in Programs for the Gifted.
Reprint From Exceptional Children; V35 N3 P 7- Nov 68.

Descriptors: exceptional child research; gifted; educational programs; program planning; program effectiveness; attitudes; professional occupations; teachers;

A study was undertaken to determine which features and characteristics of programs for the gifted were considered by 21 authorities in the field to be the most necessary and sufficient for comprehensive programing. The following seven features were evaluated as relatively more essential than others: the teacher, the curriculum, student selection procedures, statement of philosophy and objectives, staff orientation, and administrative responsibility. (Author/GW)

ABSTRACT 2405

EC 07 2405 ED N. A.
Publ. Date 68 3p.
Renzulli, Joseph S.; Vassar, William G.
The Connecticut Program for the Gifted.
Reprint From Today's Education- NEA Journal, V57 N9 P74-6 Dec 68.

Descriptors: exceptional child education; gifted; academic achievement; creative expression; program descriptions; state programs; Connecticut;

Seven programs for gifted and talented children and youth are described as indicative of Connecticut's efforts to provide special educational experiences for such students. Among the programs explained are a scientific research project conducted at a former missile base; a program for artistically talented elementary school pupils designed to foster originality and fluency in producing visual symbols and to cultivate an experimental attitude toward using art techniques in various media; and a program attempting to combine music, the visual arts, and the performing arts into an integrated experience in the humanities. (GW)

ABSTRACT 2410

EC 07 2410 ED 105699
Publ. Date 75 22p.
Programing for the Gifted: A Selective Bibliography. Exceptional Child Bibliography Series No. 609.
Council for Exceptional Children, Reston, Va. Information Services and Publications.
National Inst. of Education (DHEW), Washington, D. C.
CEC Information Services and Publications, the Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 ($4.00).

Descriptors: gifted; program descriptions; bibliographies; abstracts; exceptional child education;

The annotated bibliography on programing for the gifted contains approximately 85 abstracts and associated indexing information for documents published from 1960 to 1973 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts usually include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. References treat aspects such as enrichment, acceleration, creativity, curriculum, educational programs, special classes, teaching methods, class activities, inservice teacher education, and instructional materials. Also provided are a list of journals from which articles were abstracted and instructions for ordering microfiche or paper copies through the ERIC Document Reproduction Service. (LH)

ABSTRACT 2719

EC 07 2719 ED 107058
Publ. Date Jan 75 20p.
Vassar, William G.
Connecticut's Comprehensive Model for the Education of the Gifted and Talented.
Connecticut State Dept of Education, Hartford. Bureau of Pupil Personnel and Special Education Services.
EDRS mf;hc

Descriptors: gifted; state programs; legislation; consultants; teacher education; exceptional child education; models; conceptual schemes; educational planning; program budgeting; Connecticut;

Described is Connecticut's comprehensive model for the education of the gifted and talented. Discussed are the following basic program components: state legislation and funding to provide reimbursement to local school districts for special programs or services, full-time consultative leadership in programming for the gifted and talented, and a coordinated professional development component encompassing preservice and inservice training as well as advanced graduate study. Also provided are an historical perspective of Connecticut programs for the gifted and a brief listing of informational resources. (LH)

ABSTRACT 2743

EC 07 2743 ED N. A.
Publ. Date May 75 9p.
Marland, S. P. Jr.
Advanced Placement: An Above-Average Opportunity.
National Association of Secondary School Principals Bulletin (NASSP); V59 N391 P33-41 May 75

Descriptors: exceptional child education; gifted; senior high schools; advanced placement; undergraduate study; curriculum development; administrative policy; talent identification; program budgeting; individualized instruction;

High school administrators should consider curriculum innovations related to career development and the Advanced Placement (AP) Program for gifted and talented students. The AP Program has achieved national recognition as a means of providing intellectual challenge and individualized instruction for able students by offering opportunities to study college-level courses and earn advanced college credit by examination. Greater AP utilization is needed to provide opportunities for more students, to reduce unit costs per student, to lessen college expense and duration, and to facilitate earlier student entry into graduate study or jobs. (LH)

ABSTRACT 3120

EC 07 3120 ED N. A.
Publ. Date Aut 74 6p.
Bidlack, Gerald H.
The Special Teacher/Consultant for Gifted Pupils in the Public School System: Two Approaches.
Gifted Child Quarterly; V18 N3 P146-151

Descriptors: gifted; teacher role; talent identification; enrichment; exceptional child education; consultants; student evaluation;

A teacher/consultant for gifted pupils in a small suburban public school system discusses his multifaceted roles and duties during a 2 year period. Described are his functions as a combination instructor, counselor, coordinator, and public relations person in identifying talented students, implementing enrichment activities, helping underachieving gifted pupils to improve both achievement and attitudes, and interacting with teachers. (LH)

ABSTRACT 3128

EC 07 3128 ED N. A.
Publ. Date Aut 74 3p.
Malone, Charlotte Elaine
Early Childhood Education of Gifted Children.
Gifted Child Quarterly; V18 N3 P188-190

Descriptors: gifted; cognitive processes; talent identification; demonstration projects; peer groups; exceptional child education; kindergarten; concept formation; educational needs;

Gifted kindergarten children differ from nongifted five year olds in abstract thinking skills, perception of cause- effect relationships, and the ability to project ideas into the future. An effective and inexpensive screening device, Malone's Behavioral Identification of Giftedness technique, was used to identify gifted kindergarten entrants for inclusion in a San Diego pilot program that combined kindergarten, first, and second grade students. Results indicated the benefits of early intellectual peer grouping and differentiated educational experiences (such as opportunities to discuss ecological cause-effect relationships). (LH)

ABSTRACT 3253

EC 07 3253 ED 109846
Publ. Date 75 495p.
Findley, Carol
Implementing Mini Programs for Middle School Gifted Students. Parts 1-4.
Broward County School Board, Fort Lauderdale, Fla.
Broward Community College, Fort Lauderdale, Fla.
EDRS mf;hc

Descriptors: gifted; program descriptions; program evaluation; enrichment; exceptional child education; secondary education; junior high schools; literature reviews; cooperative programs; records (forms); student attitudes; Florida;

Described and evaluated are a series of mini programs for middle school gifted students developed through a cooperative effort by Broward Community College and the School Board of Broward County, Florida. A section on implementation of the project includes the goals and philosophy of the program, and a review of the literature on gifted programs throughout the country. Provided are pre- and post tests, summaries of student reactions, and discussions by instructors of the seven mini programs in the areas of astronomy, library, learning resources, psychology, art, self concept, and communications. Reviewed is the development of the Broward County Gifted Program and of national, state, and county programs. Reported are results of surveys of participating students' and their parents; attitudes toward the program and principals; interest in having their schools participate, and teachers' evaluations of workshops on the gifted. It is explained that the program was evaluated on the basis of pre- and post test scores, student questionnaires, and parent questionnaires for 20 of the 40 students who participated in the pilot project; and that the project was found to be an effective vehicle for enhancing cognitive and affective characteristics of gifted students. Appended are forms and correspondence pertaining to such program aspects as evaluation, workshop presentations, and field trips. (LS)

ABSTRACT 3603

EC 07 3603 ED 111165
Publ. Date 75 96p.
Tongue, Cornelia, Ed.
New Dimensions: Gifted/Talented.
North Carolina State Dept. of Public Instruction, Raleigh. Division for Exceptional Children.
EDRS mf;hc

Descriptors: gifted; conference reports; workshops; teaching materials; demonstration projects; exceptional child education; class activities; instructional materials; educational trends; models; conceptual schemes; creative thinking; Guilford Structure of Intellect; North Carolina;

Reported are the proceedings from the Second Annual North Carolina State Conference on the Gifted and Talented at which teachers and administrators explored new ideas, materials, and teaching techniques. Outlined are presentations on the following topics: a demonstration encouraging creative thinking; teaching the gifted using the theories of B. Bloom and D. Krathwohl; typical daily learning styles and techniques for the classroom; a lesson plan to encourage imagination through art; encounter-simulation activities; learning centers; individualized instruction, and learning activity packages; teaching values and decision-making techniques; and scientific and mathematical elaboration in the classroom. Focused on are a speech on trends in gifted education and a workshop on J. P. Guilford's Structure of Intellect (SOI) model including its history and use; application to seven individual profiles; and its use in the development of instructional materials. Also included are appendixes detailing the SOI model, illustrations, charts, and tables. (SB)

ABSTRACT 3604

EC 07 3604 ED 111166
Publ. Date 75 68p.
Fisher, Mary Henri, Ed.; And Others
Learning Through Collaboration.
North Carolina State Dept. of Public Instruction, Raleigh. Division for Exceptional Children.
Governor's School of North Carolina, Winston-Salem.
EDRS mf;hc

Descriptors: gifted; annual reports; summer programs; institutes (training programs); discovery learning; exceptional child education; secondary education; student participation; North Carolina;

Presented are summaries of 11 selected projects in the areas of language arts, instructional media, simulation, and the valuing process developed during the 1974 summer session of the Teacher Training Institute of the Governor's School (North Carolina) by Institute teachers and gifted students. Outlined are language arts projects on the history of English, and science fiction used to develop speech and writing skills. A film planned, organized, and illustrated by students from the art and music departments and a videotape correlating all subjects are cited as instructional media designs. Recommended are the simulation activities of imagining schools in the future and role playing as related to transactional analysis. Discussed are projects which demonstrate the valuing process in the following issues: eugenics, drug use, freedom and authority, capital punishment, and the ideal school. (SB)

ABSTRACT 3667

EC 07 3667 ED 112550
Publ. Date 75 15p.
Storms, Walt W.
Cost Effectiveness for Gifted and Talented Educational Programs.
Ohio State Dept. of Education, Columbus. Division of Special Education.
EDRS mf;hc

Descriptors: gifted; cost effectiveness; educational programs; measurement techniques; evaluation methods; exceptional child education; guidelines; program budgeting; expenditure per student;

Presented is a systematic approach for analyzing cost effectiveness of gifted and talented educational programs in terms of categorizing funds, prorating expenditures designing a data collection form, determining cost effectiveness, and considering multiple variable implications. All costs are reported to be subsumed under six major categories: administration, staff support personnel, supervision of instruction, direct instruction, auxiliary services, and operation and maintenance of school plant. Described are the methods of prorating expenditures which include the time method, average daily membership, time floor area, hour consumption, and quantity consumed method. A layout for a data collection form is provided as well as a measure for obtaining a cost effectiveness ratio. Also outlined are two examples of a multiple variable ratio system which notes ways to measure and weigh five major variables (student achievement, children's attitudes, parent concern, community input, and teacher opinion) in both self contained and enrichment programs. Procedure examples and tables are also provided. (SB)

ABSTRACT 3774

EC 07 3774 ED 112580
Publ. Date 75 26p.
Fox, Lynn H.
Sex Differences: Implications for Program Planning.
EDRS mf;hc
Paper Presented at the 1975 American Educational Research Association (AERA) Meeting Washington, D. C.,

Descriptors: gifted; sex differences; mathematics; acceleration; program planning; exceptional child research; junior high schools; values; vocational interests; performance factors;

To determine possible implications of sex differences that might be useful for educators planning accelerated programs for mathematically gifted students, four measures of values and career- related interests were administered to three

groups (78 Ss) of gifted seventh grade girls and boys. Results indicated that male Ss showed strong theoretical and investigative orientations compatible with scientific pursuits and academic acceleration in mathematics, that female Ss exhibited stronger interests in social and aesthetic values and careers, and that female Ss were considerable less rejecting of 'masculine' careers than were male Ss of 'feminine' careers. It was also found that female Ss were characterized by feelings of conflict when presented with opportunities for educational acceleration in theoretical and investigative pursuits, suggesting that gifted girls should be taught by socially oriented female mathematicians, that their course content should relate theoretical mathematics to applied problems with a social interest appeal, that they should be offered career counseling that relates classroom experience to future jobs, and that special program opportunities for mathematically gifted adolescent girls should involve a sufficient number of female students to minimize feelings of social stigma associated with appearing 'different' or 'unfeminine.' (For related information, see EC 07 1914.) (LH)

ABSTRACT 1610

EC 04 1610 ED N.A.
Publ. Date Apr 72 5p.
Vaughn, Margery M.
A Bridge to Consciousness.
EDRS not available
Music Educators Journal; V58 N8 P70-2, 131-2 Apr 1972

Descriptors: exceptional child education; gifted; music

Musical instruction for gifted children is examined briefly. Music is defined as a system of logical thought which allows a raising to consciousness of subjective, emotional, and affective information about the world. It is thought that the gifted child is likely to see his world in such a special way that he may find it hard to handle his emotions. It is hypothesized that music education may help to teach the child both emotional control and a better understanding of his own consciousness. (CB)

ABSTRACT 1844

EC 05 1844 ED N.A.
Publ. Date 73 64p.
Cillies, Emily
Creative Dramatics for All Children.
EDRS not available
Association for Childhood Education International, 3615 Wisconsin Avenue, N. W., Washington, D. C. 20016 ($3.25).

Descriptors: exceptional child education; disadvantaged youth; minority groups; emotionally disturbed; minimally brain injured; dramatics; creative expression; teaching methods

Presented are ways to use creative dramatics with normal children, with children for whom English is a second language, with emotionally disturbed children, and with brain damaged children. The application of the following six principles are given to be useful with all children: tuning in the senses; listening and recording; using pantomime, rhythms and movement; presenting a story; discussing and criticizing constructively; and encouraging children to be open. An annotated bibliography lists 20 resources (books, booklets, and pamphlets) on creative dramatics. Described is the use of creative dramatics with Spanish speaking children in a clinic for children failing in school. Creative dramatics is said to help the emotionally disturbed child by building his sense of respect for himself. Creative dramatics is seen to help the brain damaged child in such ways as enabling him to learn how to listen, stimulating his senses, and assisting him in thinking clearly. Transcripts of class sessions throughout the booklet illustrate teaching techniques. (DB)

ABSTRACT 2108

EC 05 2108 ED N.A.
Publ. Date 73 150p.
Kelly, Elizabeth Y.
The Magic If...Stanislavski for Children.
EDRS not available
National Educational Press, 711 St. Paul Street, Baltimore, Maryland 21202 ($7.95).

Descriptors: exceptional child education; creative ability; creative expression; dramatics; class activities; Stanislavski Method

Intended for children's use with the aid of parents or teachers, the book instructs in the Stanislavski method of acting through introductory discussion, practice exercises, and practice projects. Introductions for children by Orson Bean and the author stress the total absorption of good acting and the contribution of acting to personal growth. Topics considered include the nature of the Stanislavski system, awareness and imagination, circles of attention as an aid to concentration, the five senses, voice, the memory of feelings, truth on the stage, communication and communion, adaptation, pacing the role with tempo and rhythm, the discovery of meaning through actions, the main idea and the lifeline, the 'watcher within', characterization, and character development. The parent/teacher guide at the end of the book gives supplementary information for exercises and practice projects. Examples of exercises are walking in different ways, imagining possible situations, making one's voice sound old, and pantomiming various common activities. Examples of practice projects are detailed observation of a person or place, remembering feelings, and reading a play. (DB)

ABSTRACT 491

EC 06 0491 ED N.A.
Publ. Date Nov-Dec 7 6p.
Schulkind, Carole; Baskin, Barbara
Impaled on a Wild Entanglement of Lace: Poetics for the Young Gifted Child.
EDRS not available
Elementary English; V50 N8 P1209-14 Nov-Dec 1973

Descriptors: exceptional child education; gifted; childhood; sensory experience; story telling; games; field trips; language arts; writing skills

Poetics, the study of active components of poetry, was the focus of a project for 14 gifted students in grades 4, 5, and 6, which involved sensory training, field trips, and group writing resulting in a hard-cover poetry book entitled 'Around Me.' The students listened blindfolded to sounds produced by their peers, concentrated on internal noises and inner voices, learned to expand visual ability, examined touch by falling and feeling, and experimented with taste. Story telling games, and informal poetry reading sessions preceded a trip to an arboretum which was the catalytic experience for subsequent writing. (Writing examples are included). (MC)

ABSTRACT 863

EC 06 0863 ED N.A.
Publ. Date F 73 6p.
Pilon, A. Barbara
A Pocketful of Poetry.
Gifted Child Quarterly; V17 N3 P169-74 F 1973

Descriptors: exceptional child education; gifted; early childhood; poetry; books

Described with examples are 11 books of poetry by or for young children to develop creativity and enjoyment of hearing, reading, or creating poems. Sources are given. (MC)

ABSTRACT 1311

EC 06 1311 ED 088 253
Publ. Date 73 37p.
Brown, D. Sydney
Teaching Gifted Students Art in Grades Seven Through Nine.
California State Dept. of Education, Sacramento. Bureau of Publications.
EDRS mf,hc
For Related Information See Ec 061312

Descriptors: exceptional child education; gifted; junior high school students; teaching guides; art; creative ability; concept formation; teaching methods; creative development; creative expression

The guide gives concepts and suggestions for teaching art to gifted students in grades 7 through 9. Noted is the need for adolescent gifted students to view reality with heightened aesthetic perception, to attain success in art work, and to remain uninhibited in development. Topics covered in an overview of art study are criticism of student art, art as a synthesizer, awareness as a source of art, identification of roles, and development of expression through techniques such as keeping hands under a cloth while sculpturing. The function of art is examined in relation to the artist and the viewer, a system of symbols, forces of design, transformation of an encounter to a visual statement, and art as a process of abstraction, symbolism, unification, and awareness of self and society. Approaches to the study of art are given to include elements such as line, artistic skills such use of tools, presentation of art content such as varieties of textural experiences, and affective involvement such as study of Grecian art and philosophical concepts. Considered in a discussion of creativity and the study of art are cognitive synthesis, the process of transformation, abstraction and fluency, attributes of the gifted child, teaching methods that foster creativity, evaluation of art projects (a checklist is included), and development of human potential. (MC)

ABSTRACT 1312

EC 06 1312 ED 088 254
Publ. Date 73 43p.
Luca, Mark C.; Allen, Bonnie
Teaching Gifted Children Art in Grades Four Through Six.
California State Dept. of Education, Sacramento. Bureau of Publications.
EDRS mf,hc
For Related Information See Ec 061311.

Descriptors: exceptional child education; gifted; elementary school students; teaching guides; art; program development; creative development; creative expression

The guide for teachers of gifted children in grades 4 through 6 gives concepts and suggestions for development of an art program. Art instruction is said to benefit all gifted children by developing awareness of art contributions to the cultural heritage. An introduction to art education centers on aspects such as identification of gifted children, reactivity, and the curriculum which fosters skills in various media, acquisition of art knowledge, and clarification of self image. Explored in discussions on the nature and purpose of art education are fine arts versus applied art, origins and history of art, opportunities for growth and judgment, and principles of design such as qualitative relationship. Also discussed are approaches to teaching design and artistic skills, program problems,identification of artistic ability, and utilization of higher intellectual skills in the creative process. The design of the art program is examined in relation to media, skills, vocations, and history/humanities; clustering and grouping; flexible scheduling; acceleration of gifted pupils; curriculum enrichment; the creative process; the evaluation process; and content such as principles and practice. Further considered are development of intellectual skills such as problem solving, creativity development through activities, such as doing a sculpture in the style of another culture, the multisubject classroom, continuity and acceleration, teachers and administrators, and schools and facilities. (MC)

ABSTRACT 1458

EC 06 1458 ED N.A.
Publ. Date Mar 74 6p.
Gelvin, Miriam P.

Arts Experiences in Early Childhood Education: Developing Perceptual Awareness Through a Related Arts Approach.

EDRS not available
Music Educators Journal; V60 N7 P26-31 Mar 1974

Descriptors: exceptional child education; early childhood education; creative development; art; music; dance; perceptual development; curriculum development; class activities

Guided exploration and creative experiences in the arts can develop the perceptual awareness of children in early childhood education programs. By deciding on a working definition of each of the arts (such as organized movement and music as organized sound), identifying the structural elements (such as pattern, rhythm, and expressive qualities), and understanding each form's use of time and space, children are trained to use both cognitive and affective dimensions in making aesthetic judgments. Young children use exploring and creating as processes of perceptual development. A sequence of an integrated arts curriculum might include the following units (with possible activities given in parentheses): exploring media (discovering unusual sound sources and exploring new media such as clay), time and space (making a visual record of a dance), pattern and rhythm (vegetable printing and dancing), line (using pipe cleaners to form three dimensional line designs), expressive elements selecting appropriate colors for the expression of feelings), and density (creating a story using a given number of characters and events). (DB)

ABSTRACT 638

EC 07 0638 ED 101 493
Publ. Date 87p.
Kreuger, Mark L., Comp.; Newman, Elizabeth, Comp.

Perspectives on Gifted and Talented Education: Arts and Humanities.

Office of Education (DHEW/OE), Washington, D.C. Office for Gifted and Talented.
National Institute of Education (DHEW), Washington, D. C.
EDRS mf
Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 ($4.00).

Descriptors: gifted; humanties; educational needs; community resources; financial support; exceptional child education; fine arts; directories;

The handbook on education in the arts and humanities for gifted and talented students includes a state-by-state directory of resources (especially councils and committees) and 20 articles exploring aspects of arts and humanities education, financial support, the education of gifted students, and community resources. Eleven articles address such topics as art education, theatre in education, the creative uses of film in education, and aesthetic education. Financial support for arts and humanities programs is discussed in three articles on amendments to Title IV of the Elementary and Secondary Education Act, federal monies, and state monies. The education of gifted youth is examined in three articles on what can be done for rural gifted children, the culturally different gifted child, and the education of handicapped gifted children. Another three articles focus on issues in the identification and utilization of community resources for programs for the gifted. (GW)

ABSTRACT 692

EC 07 0692 ED N.A.
Publ. Date 74 157p.
Knight, Lester N.

Language Arts for the Exceptional: The Gifted and the Linguistically Different.

F. E. Peacock Publishers, Inc., 401 West Irving Park Road, Itasca, Illinois 60143 ($3.95).

Descriptors: exceptional child education; gifted; disadvantaged youth; culturally disadvantaged; elementary education; students; language arts; language instruction; second language learning; teaching guides; teaching methods; writing skills; handwriting; communication skills;

Specific teaching techniques organized according to general instructional purposes are presented to help elementary school teachers (at the inservice or preservice level) to individualize language arts instruction for gifted students and for students with special linguistic needs due to cultural differences. The following topics are examined in an attempt to identify language arts skills which differentiate exceptional from normal students: the passive and active phases of language learning, and typical language skills and reasons for differences among students; means of identifying the gifted and their implications for teaching language arts to such students; and the implications of language difference and language deficit models for the instruction of linguistically different learners. The guidelines provided for maximizing the skills of the gifted and for enhancing the skills of the linguistically different, respectively, include general orienting information (regarding such topics as the selection and use of diagnostic procedures, and techniques for building listening skills), suggestions for developing an oral language program, tips on teaching creative writing, and instructions for teaching mechanical writing skills. For example, it is suggested that teachers support creative effort by collecting writing samples in booklets which the children can personalize and which can be treated with the same respect as a library book. In another instance, teachers of the linguistically different are encouraged to develop listening skills by reporting a news event and asking students to summarize the account. An annotated materials list, references and suggestions for further reading an given for each category of exceptional students. (GW)

ABSTRACT 748

EC 07 0748 ED N.A.
Publ. Date Jan 75 4p.
Lake, Thomas P.

The Arts and Humanities Come Alive for Gifted and Talented.

Exceptional Children; V41 N4 P261-4 Jan 1975

Descriptors: exceptional child education; gifted; conference reports; art; educational philosophy; humanities; educational needs;

Reported is a symposium on art and humanities education for gifted and talented youth which was sponsored by the South Dakota Division of Elementary and Secondary Education, U.S. Office of Education. Speakers, who supplemented workshops focusing on such topics as visual arts, dance, and music, are said to have treated the following topics: the value of historical knowledge, traits of teachers that make them learning facilitators, the ability of educators to serve as models for a humanizing process, and the need to stress humanities education in light of past emphasis on technological knowledge. Listed are names and addresses of agencies that presented scholarships or programs for gifted or talented youth, as well as programs sponsored by the National Endowment for the Humanities. (GW)

ABSTRACT 1267

EC 07 1267 ED N. A.
Publ. Date Jan 75 8p.
Sharpham, John R.

Some Approaches to Creative Drama at the Secondary Level in England.

Speech Teacher; V24 N1 P29-36 Jan75

Descriptors: exceptional child education; general education; secondary education;

dramatics; creative expression; teaching methods; teacher role; Great Britain;

Reported are instructional approaches used for teaching creative drama to secondary school students in England. The teacher's role is discussed, and it is recommended that instructors offer decreasing amounts of guidance as a series of lessons progresses. Lessons are classified into three instructional formats (self-contained classroom experiences; team teaching of integrated creative arts; and student interaction with a visiting team of actor-teachers); and examples are given of each type of teaching structure. Activities are suggested for building skill in such areas as sensory awareness, improvisation, and characterization. (LH)

ABSTRACT 1538

EC 07 1538 ED N. A.
Publ. Date Feb 75 4p.
Terwilliger, Paul N.; Turner, Thomas N.
I Hate You, Dr. T.: A Creative Writing Approach That Knocks the Sails Out of Your Wind!
Elementary English; V52 N2 P170-2 186 Feb75

Descriptors: exceptional child education; general education; creativity; self expression; writing skills; teaching methods; self concept; affective behavior; student teacher relationship;

Two novel approaches to encourage creative writing are suggested for use with students ranging from the intermediate elementary grades through graduate school. Techniques are described that include continuous writing for a 3-minute period under strong teacher pressure, guaranteed anonymity, and free expression of strong emotions (such as love and hate). Advantages of the techniques are seen to include reducing students' inhibitions, building their self concepts, encouraging risk taking, and increasing student-teacher understanding. (LH)

ABSTRACT 1539

EC 07 1539 ED N. A.
Publ. Date Feb 75 2p.
Tway, Eileen
Creative Writing: From Gimmick to Goal.
Elementary English; V52 N2 P173-4 Feb75

Descriptors: exceptional child education; general education; intermediate grades; creative expression; writing skills; teaching methods; motivation; goal orientation; teacher role;

Intermediate grade elementary pupils were encouraged to form their own 'publishing house' for producing, binding, and illustrating books composed of creative stories written by class members. Students typed their own ditto masters, 'printed' them on a ditto machine, and made construction paper covers for each booklet. A field trip to a local publishing company was used to motivate the class. The teacher offered supportive help, provided a purpose for writing, encouraged student authors to do their own editing, and promoted a classroom atmosphere where students felt safe in sharing their creative efforts. (LH)

ABSTRACT 1540

EC 07 1540 ED N. A.
Publ. Date Feb 75 4p.
Roser, Nancy L.; Britt, James
Writing with Flair.
Elementary English; V52 N2 P180-2 220 Feb75

Descriptors: exceptional child education; general education; primary grades; creative expression; writing skills; teaching methods; instructional materials; motivation; class activities;

An informal six-week study was conducted to determine the motivational effect of using a variety of activities and colored felt-tip pens to evoke creative writing with first graders. The number of words and ideas written by individual children in pen and in pencil were counted. Results indicated that the use of felt pens consistently resulted in more expression than did standard pencils and that the novelty effect of writing with colored pens did not diminish after repeated exposure. It was also found that motivating activities which physically involved the child prior to writing (such as puppetry, art activities, or creative drama) produced longer stories with more ideas expressed than did demonstrations (such as listening or a magic show). Words and phrases the children asked about were written on index cards or wall charts for use during the writing sessions and were saved for subsequent reading vocabulary development. (LH)

ABSTRACT 1541

EC 07 1541 ED N. A.
Publ. Date Feb 75 4p.
Pikulski, John J.
Initiating Creative Writing Activities.
Elementary English; V52 N2 P183-6 Feb75

Descriptors: exceptional child education; general education; creative expression; writing skills; educational philosophy; motivation; classroom environment;

Creative writing can be defined as either practical (to convey a message to others) or personal (to spontaneously express ideas or emotions). Prerequisites for creative writing include mechanical skills such as handwriting and word formation, a rich background of varied experiences, motivation, and a positive classroom atmosphere in which the teacher demonstrates respect for the child's capabilities. (LH)

ABSTRACT 1542

EC 07 1542 ED N. A.
Publ. Date Feb 75 3p.
Smith, Blanche Hope
Spontaneous Writing of Young Children.
Elementary English; V52 N2 P187-9 Feb75

Descriptors: exceptional child education; general education; primary grades; creative expression; writing skills; educational objectives; teaching methods; classroom environment; evaluation;

Spontaneous writing is a child centered learning activity which the teacher can enhance by helping students to develop beginning vocabulary, spelling, and handwriting skills; by encouraging pupils to write about their interests and experiences; and by creating a classroom atmosphere which facilitates learning through a multisensory approach. Continuous evaluation of writing skills can be accomplished by reviewing objectives, observing the child's reactions during the writing activity, using constructive comments, and basing instruction on careful assessment of the individual child's performance. (LH)

ABSTRACT 2031

EC 07 2031 ED N. A.
Publ. Date 73 200p.
Rhyne, Janie
The Gestalt Art Experience.
Brooks/Cole Publishing Company, Division of Wadsworth Publishing Company, Inc., 540 Aorego Street, Monterey, California 93940 ($12.50)

Descriptors: general education; psychology; art; creative expression; self actualization; self expression; self evaluation; case studies;

Structures and techniques are suggested for use in therapy, in growth-oriented groups, or individually by persons desiring to discover and explore unique personal qualities with art media. The first section outlines the theoretical basis for gestalt art experience with reference to F. Perls' work, describes the author's use of art when she was growing up, and explains the growth she has shared with others through art media. In the second section, the author discusses the role of art experience in enabling people to create visual imagery that expresses repressed memories, perceptions and living patterns. Projects for individual exploration of self perceptions, attitudes and life patterns are provided in section three. A final section includes discussions of group art experiences, suggestions for group leaders, and accounts of dynamic experiences in which art materials elicited important expressions of feelings. Throughout the author favors exposition by the examples of individuals whose art experiences illustrate her message. (GW)

ABSTRACT 2416

EC 07 2416 ED 105703
Publ. Date 75 33p.
Gifted Children and the Arts and Humanities: A Selective Bibliography. Exceptional Child Bibliography Series No. 661.
Council for Exceptional Children, Reston, Va. Information Services and Publications.
National Institute of Education (DHEW), Washington, D. C.
CEC Information Services and Publications, the Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 ($4.00).

Descriptors: gifted; art; humanities; bibliographies; abstracts; exceptional child education;

The annotated bibliography on gifted children and the arts and humanities contains approximately 200 abstracts and associated indexing information for documents published from 1957 to 1974 and selected from the computer files of the

Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts usually include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. References included treat aspects such as creative thinking, creative expression, curriculum, instructional materials, teaching methods, language arts, music, social studies, films, and photography. Also provided are a list of journals from which articles were abstracted and instructions for ordering microfiche or paper copies through the ERIC Document Reproduction Service. (LH)

ABSTRACT 3874

EC 07 3874 ED 112607
Publ. Date 75 54p.
Grove, Richard
The Arts and the Gifted.
The Council for Exceptional Children, Reston, Va.
National Institute of Education (DHEW), Washington, D. C.
EDRS mf;hc
Proceedings From the National Conference on Arts and Humanities/Gifted and Talented (Spearfish, South Dakota, October 1974)

Descriptors: gifted; talent identification; art; educational programs; creative expression; exceptional child education; conference reports; music; dance; literature;

Presented are the proceedings from the National Conference on Arts and Humanities/Gifted and Talented. Included are reports and presentations with the following titles: 'A Temporary Community' (the development of the conference); 'The Arts and the Gifted: A Stereoscopic View' (identification of the gifted/talented population); 'What's To Be Done?' (the use of literature, music, film, theatre, the visual arts, and dance programs in the schools); 'The Transformation of the Schools' (arts and human learning programs for the entire school population) by Harold Taylor; 'Humanizing the Humanizers' (ten proposals to consider in organizing a youth orchestra) by Murry Sidlin; 'Jazz and the Schools' (the relationship of jazz to American culture, high schools, and future curriculum) by Nat Hentoff; and 'The Arts and Humanities--What Is Most Human' (programs for gifted and career education) by Virginia Y. Trotter. Appendixes are provided on the conference program, workshop leaders and coordinators, speakers, and government representatives. (SB)

ABSTRACT 886

EC 03 0886 ED N.A.
Publ. Date 70 6p.
Millikin, Gloria; Siegel, Darby
A Kit for Teaching Calculating and Computing Devices.
EDRS not available
Teaching Exceptional Children; V1 N3 P17-22 Fall 1970

Descriptors: exceptional child education; gifted; mathematics; computer science education; calculation; junior high school students; instructional aids

Discussed is the teaching of calculating and computing devices to gifted junior high school students. The materials involved and the objectives are described, and some activities for students are suggested. A bibliography and list of general sources of information are included. (KW)

ABSTRACT 553

EC 04 0553 ED N.A.
Publ. Date Dec 71 3p.
Kaltsounis, Bill; Stephens, Howard G.
Learning Mathematics by Discovery: Implications for a Creative Child.
EDRS not available
Perceptual and Motor Skills; V33 N3 P884-6 Dec 1971

Descriptors: exceptional child research; gifted; creative ability; mathematics; discovery learning; teaching methods

Comparison of scores obtained from Torrance's Thinking Creatively With Words, Form A and IQ with performance scores in mathematics favored discovery as a suitable method of teaching mathematics to 29 children with creative potential. (Journal)

ABSTRACT 2917

EC 04 2917 ED N.A.
Publ. Date Sep 72 5p.
Keating, Daniel P.; Stanley, Julian C.
Extreme Measures for the Exceptionally Gifted in Mathematics and Science.
EDRS not available
Educational Researcher; V1 N9 P3-7 Sep 1972

Descriptors: exceptional child research; gifted; junior high school students; educational needs; mathematics; sciences; educational opportunities; advanced placement; case studies; undergraduate study

Reported was a research project on the educational needs of children exceptionally gifted in mathematics and science. A contest was organized to discover outstanding seventh, eighth and 13 year old ninth graders in which 396 students took the College Board's Standard Achievement Test-Mathematics and its Math Level I achievement test, and 192 students took the Sequential Tests of Educational Progress, Series II (Step II) Science, Forms 1A and 1B. It was found that a significant number of students already knew much of the math and science they supposedly would be taught in high school. Case studies of a 12 year old and a 13 year old who were sent to college on the basis of their test scores were examined. Each student evidenced superior academic adjustment without any major emotional or social difficulties. Released time, evening, and summer courses were suggested as ways of meeting the educational needs of advanced students. A minimum estimate of the percentage of highly mathematically or scientifically precocious youths was reported to be .03%. Striking sex differences in high level achievement were noted. (GW)

ABSTRACT 1774

EC 05 1774 ED 075 969
Publ. Date 28 Dec 72 24p.
Fox, Lynn H.; Stanley, Julian C.
Educational Facilitation for Mathematically and Scientifically Precocious Youth.
EDRS mf,hc
A Paper Presented at the American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973).

Descriptors: exceptional child education; high achievers; mathematics; program descriptions; acceleration; gifted; junior high school students; science; enrichment; accelerated courses

A program to facilitate instruction for mathematically and scientifically gifted junior high students was described. Compared were nine educational alternatives for the gifted such as homogeneous grouping and early admission to college in terms of educational goals such as allowing for individual differences. Thirty-five high scorers in a science fair competition were evaluated individually and detailed analyses of seven of the students' test scores and backgrounds were given. It was recommended that the students take college courses, or enter college early. It was reported that family background of the students usually involved bright parents though not all parents were college educated or in professional occupations. No obvious differences in college class participation between college students and the junior high students were found, and no grade of less than B was reportedly received by a student taking a college course. Mathematical knowledge appeared to derive from independent study or from working math puzzles. Briefly noted was a Saturday class in algebra, geometry, and trigonometry for a group of 22 mathematically gifted sixth graders. To stimulate the highly talented, schools were encouraged to identify advanced students, provide additional testing and counseling, and allow flexible scheduling and program planning. (DB)

ABSTRACT 2632

EC 05 2632 ED 082 415
Publ. Date 73 46p.
Walker, Virginia
Teaching Gifted Children Mathematics in Grades One Through Three.
California State Dept. of Education, Sacramento. Division of Special Education
EDRS mf,hc

Descriptors: exceptional child education; gifted; primary grades; mathematics; teaching guides; creative development; teaching methods; instructional materials; class activities

Intended for teachers of the mentally gifted in grades 1 through 3, the guide distinguishes between the verbally gifted and the mathematically gifted and discusses subject matter content, development of intellectual skills and creativity and gives teaching suggestions. Discussed are a different emphasis for the mathematically talented, the opportunities of unstructured programs, and the need for sequence and continuity. Also considered for determination of subject content are suggestions for the verbally gifted and broad applications in mathematics. Stress is put on the development of understanding, generalizations, and basic principles. Recommended for the improvement of mathematical skills are quantitative questions, open-ended problems, and individualized programs. The discovery method of teaching is encouraged for development of higher intellectual skills such as analysis-evaluation and synthesis-evaluation. A rich mathematical environment and a teacher who enjoys mathematics is suggested to develop creativity in mathematics. Mathematics instruction is seen to encourage the full development of the gifted child's human potential. Teaching suggestions include ways to use the number line, primitive number systems, nonmetric geometry with geoboards, and problem solving. (DB)

ABSTRACT 641

EC 06 0641 ED N.
Publ. Date Fall 73 2
Aiken, Lewis R.
Ability and Creativity in Mathemati
EDRS not available
Review of Educational Research; V N4 P405-32 Fall 1973

Descriptors: exceptional child resear gifted; creative ability; mathemati creativity; research reviews (publi tions); cognitive processes; personali social influences; cultural influenc heredity; parents; teachers; test interp tation; age groups

The third in a series of research revie on variables that affect mathemat ability and creativity in children, paper emphasizes cognitive variables also considers personality and socio tural variables. Described are types mathematical minds such as logical intuitive minds, factor analyses of m ematical ability, prediction tests, and titude-treatment interactions. Conside are creativity, the creative proc measures of general and mathemat creativity, and the relationship of c tivity to other intellective variables. redity and development are discusse relation to early precociousness of mous mathematicians, age and sex ferences, and the theories of J. Pia Analyzed in relation to psychosocial tors are personality tests, personalitie professional and creative mathem

cians, the masculine identification hypothesis, and mathematically gifted children. Parental and societal influences that induce mathematical achievement are examined such as the father (seen to be significant) and the home environment (found to be autocratic and to demand achievement). Suggestions are made for mathematics teachers such as not stressing group participation, and for the creative teaching of mathematics at all educational levels. Noted are methodological pitfalls of research in education, the inadequacy of measuring instruments, and the potential of research now being conducted in such areas as human development and teacher behavior analysis. (MC)

ABSTRACT 855

EC 06 0855 ED 085 950
Publ. Date Aug 73 52p.
Zelenik, Mary Ella

An Annotated Bibliography of Math Materials.

University of Southern California, Los Angeles. Instructional Materials Center for Special Education.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
EDRS mf,hc

Descriptors: exceptional child education; instructional materials; mathematics; annotated bibliographies; gifted; learning disabilities; remedial instruction; enrichment

The selected bibliography provides information on approximately 500 math materials appropriate for students from preschool through high school. Emphasized are manipulative aids, kits, and prepackaged programs. Materials are listed alphabetically by publisher within the following categories: activity cards, audio aids, charts, diagnostic aids, duplicating masters, film media, games and puzzles, kits and prepackaged programs, manipulatives, supplemental texts and readers, teacher references, teaching machines, transparencies and overhead visuals, and workbooks or worksheets. A typical reference includes name of material, publisher and publisher's address, order number (when available), cost (when available), appropriate grade levels and a brief description of the material. Also noted is whether the material requires little or no reading skill, is essentially remedial, is programmed, or is suitable for enrichment purposes. (DB)

ABSTRACT 2168

EC 06 2168 ED 093 103
Publ. Date 74 25p.
Hansen, Richard A.; Neujahr, James

Career Development of High School Students Talented in Science.

EDRS mf,hc

Descriptors: exceptional child research; high achievers; talent identification; interests; sciences; gifted; senior high school students; mathematics; enrichment; college students; graduate study; career choice; success factors; parent influence; environmental influences

Responses to a questionnaire by 305 of 600 former high school students in the Science Honors Program (SHP) at Columbia University from 1959 to 1961 were analyzed to identify talents and interests during high school that were associated with scientific interests in college, graduate school, and subsequent careers. The program, sponsored by the National Science Foundation, involved selection procedures such as testing with the Pre-Engineering Ability Test and courses taught by university faculty. Some of the findings for high school indicated a mean IQ of 140 for college students; college completion by most parents; professional employment of 73% of fathers; and first choice of mathematics, science, or engineering by 94% of students. Findings for college indicated attendance at prestigious institutions such as Harvard, adherence by most students to anticipated major, a significant relationship between major choice and a laboratory in the home during high school, and a relationship between sex and major choice. Some of the findings for graduate school indicated that 80% of students continued in the same major, that physical science majors scored higher in mathematics than biological science and nonscience majors, and that continued interest in science related to the home laboratory. Findings associated with careers were based on scientific publications and indicated that approximately one-third of the sample published at least one scholarly work within 10 years of college graduation. (Included are tables giving statistical data.) (MC)

ABSTRACT 2367

EC 06 2367 ED N.A.
Publ. Date 74 215p.
Stanley, Julian C., Ed. and Others

Mathematical Talent: Discovery, Description and Development.

Johns Hopkins University Press, Baltimore, Maryland 21218 ($10.00 Cloth, $2.95 Paper).
Proceedings of the Third Annual Hyman Blumberg Symposium on Research in Early Childhood Education.

Descriptors: exceptional child research; gifted; adolescents; mathematics; sciences; academic achievement; teaching methods; success factors; sex differences; college admission

Presented are nine research and discussion papers stemming from the Study of Mathematically and Scientifically Precocious Youth, a 5-year project at The Johns Hopkins University funded by the Spencer Foundation of Chicago. The first three papers provide the background of the study (both general and specific), discuss the methods and techniques of identification, examine more closely the cognitive abilities of these students (12- to 14-years-old), and indicate the initial results of the efforts to facilitate their educational development. A fourth paper reports the results of an inquiry into the sex differences found in the study. A fifth paper discusses the first four papers and their import for discovering and developing exceptional talent. The results of a program to teach junior high and high school mathematics rapidly to a talented and interested group of beginning high school students is reported in more detail in the sixth paper. The next two papers examine the social and emotional development of the gifted by analysis of data on interests, values and personalities. The final paper reports how the youths in the project performed in a college classroom setting. (Author/GW)

ABSTRACT 2636

EC 06 2636 ED N.A.
Publ. Date Jan 74 9p.
Fehr, Howard F.

The Secondary School Mathematics Curriculum Improvement Study: A Unified Mathematics Program.

Mathematics Teacher; V67 N1 P25-33 Jan 1974

Descriptors: exceptional child education; gifted; mathematics; curriculum; curriculum design; junior high school students; senior high school students; curriculum evaluation; secondary school students

An experimental mathematics curriculum for highly capable junior and senior high school students is described as being organized according to notions of contemporary mathematics (such as sets, relations, mappings, and algebraic and topological structures) rather than according to traditional distinctions between arithmetic, algebra, geometry and analysis. The program, which was developed by educators from Europe and the United States and was tested in 10 school districts in the New York area, is reported to develop the ability to understand and interpret numerical, spatial and logical situations and the ability to approach problems with a scientific, questioning and analytic attitude. Included are explanations of the curriculum content regarding algebra, geometry, probability and statistics, analysis, and logic; descriptions of the six courses and five booklets; reports of student achievement on standardized tests; and results of student opinion surveys. (GW)

ABSTRACT 37

EC 07 0037 ED N.A.
Publ. Date Sep 74 3p.
Hansen, Richard; Neujahr, James

Career Development of Males and Females Gifted in Science.

Journal of Educational Research; V68 N1 P43-5 Sep74

Descriptors: exceptional child research; gifted; students; science; followup studies; sex differences; occupational choice; job placement; motivation;

Followup data (1971-72) were collected from 301 individuals (228 males, 73 females) and compared with data collected when Ss were in a high school science honors program (1959-61). High school data showed that males and females were similar in IQ and intention to pursue science, but differed on such variables as scientific hobbies, home labs, choice of biology versus physical sciences, and standardized test scores. Followup data indicated that 67% of the males and 60% of the females were either teaching or working in a science-related occupation. Small differences were found in the tendency of males and females to publish in science. The major difference between males and females

was level of interest in science from high school through college and graduate school, and into employment situations. (GW)

ABSTRACT 388

EC 07 0388 ED N.A.
Publ. Date Nov 74 4p.
Balka, Don S.
Creative Ability in Mathematics.
Arithmetic Teacher; V21 N7 P633-6 Nov 74

Descriptors: exceptional child education; gifted; mathematics; creativity; evaluation criteria; student evaluation; divergent thinking; convergent thinking;

Six criteria are discussed that educators and mathematicians chose from 25 criteria used for measuring general creativity as being specifically applicable for measuring creative ability in mathematics. The criteria describe both convergent and divergent thinking abilities, such as the ability to split general mathematical problems into specific subproblems. Sample mathematics problems are presented, and ways of scoring the solutions for fluency, flexibility and originality are explained. (GW)

ABSTRACT 972

EC 07 0972 ED 100 102
Publ. Date 74 46p.
Luca, Mark C.; Allen, Bonnie
Teaching Gifted Children Art in Grades One Through Three.
California State Dept. of Education, Sacramento.
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
EDRS mf,hc
For Additional Information, See EC 061 311, EC 061 312 and EC 060 220.

Descriptors: gifted; art; curriculum development; program planning; exceptional child education; creative ability; primary grades; creative expression; curriculum guides; class activities; Elementary and Secondary Education Act Title V;

The handbook for teaching gifted children art in grades 1-3 provides guidelines for curriculum development and teaching suggestions. Among topics considered in an overview of the art program are past and present art, the use of environmental design, pupil involvement in art, and identification and selection of gifted children. The art curriculum for the gifted is discussed with regard to program aims, emphasis, and content as well as area skills in art (such as sensory awareness and manual control) and sequential curriculum planning. Presented in chart form are suggested teaching methods for children from preschool through fourth grade. Examined are organizational considerations such as pupil grouping, scheduling, acceleration, instructional aids, the interrelationship of art with other subjects, and continuity and articulation in the art program. Attention is given to the creative process and intellectual development, creativity and guidance and the evaluation process and new horizons in art education. (LH)

ABSTRACT 973

EC 07 0973 ED 100 103
Publ. Date 74 44p.
Gensley, Juliana T.
Teaching Gifted Children Mathematics in Grades Four Through Six.
California State Dept. of Education, Sacramento.
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
EDRS mf,hc
For Additional Information See EC 052 632.

Descriptors: gifted; mathematics; teaching guides; class activities; curriculum design; exceptional child education; intermediate grades; teaching methods; creative development; instructional materials; resource teachers; sequential learning; concept formation; Elementary and Secondary Education Act Title V;

Intended for teachers of gifted students in grades 4-6, the guide emphasizes the need for specialized instruction in mathematics, suggests methods for teaching mathematical facts and concepts, describes approaches and materials to develop students' understanding of mathematical principles, and explores ways to build skills and creativity. Stressed is the resource role of the mathematics specialist in diagnosing individual student needs and in planning a program to build sequential understandings and skills. Listed are mathematical facts and concepts (for sets and subsets, numbers and numeration, operations, mathematical sentences, measurement, graphs and geometric figures) followed by suggested teaching activities such as using graph paper to diagram multiplication facts and using both a yardstick and a meter stick to measure student height. Suggested are games and experiences to help children discover and test mathematical generalizations. Recommended instructional approaches include using magic squares to develop computational skills, adapting the seminar teaching/learning style to encourage higher intellectual skills, and the discovery of alternate problem-solving methods to develop creativity. Noted is the relationship of mathematics to other subjects such as science, geography, and music and the need for coordination between mathematics specialists and teachers of gifted children at the elementary and junior high school levels. (LH)

ABSTRACT 1727

EC 07 1727 ED N. A.
Publ. Date Mar 75 2p.
Kennedy, Jean W.
On Creating Creativity in Sixth-Grade Mathematics.
Arithmetic Teacher; V22 N3 P202-3 Mar 75

Descriptors: exceptional child education; general education; intermediate grades; imagination; creative thinking; mathematics;

A sixth grade teacher briefly describes how enthusiasm for learning can be generated by allowing students to think imaginatively about mathematics and by actively encouraging creativity in seeking solutions to problems. (LH)

ABSTRACT 2413

EC 07 2413 ED 105702
Publ. Date 75 16p.
Mathematics and Science for Gifted Children: A Selective Bibliography. Exceptional Child Bibliography Series. No. 656.
Council for Exceptional Children, Reston, Va. Information Services and Publications.
National Institute of Education (DHEW), Washington, D. C.
CEC Information Services and Publications, the Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 ($4.00).

Descriptors: gifted; mathematics; sciences; bibliographies; abstracts; exceptional child education;

The annotated bibliography on mathematics and science for gifted children contains approximately 70 abstracts and associated indexing information for documents published from 1956 to 1974 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts usually include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. References included treat aspects such as talent identification, creativity, enrichment, program descriptions, curriculum guides, instructional materials, teaching methods, advanced placement, and acceleration. Also provided are a list of journals from which articles were abstracted, and instructions for ordering microfiche or paper copies through the ERIC Document Reproduction Service. (LH)

ORDER FORM

ERIC

DOCUMENT REPRODUCTION SERVICE

P.O. Box 190 ARLINGTON, VIRGINIA 22210 • (703) 841-1212

OPERATED BY: COMPUTER MICROFILM INTERNATIONAL, CORP.

SHIP TO: _____

BILL TO: (for Institutional Use Only)

ED NUMBER	NO. OF PAGES	NO. OF COPIES MF	NO. OF COPIES HC	UNIT PRICE	TOTAL
TOTAL NO. OF PAGES				SUBTOTAL	
TAX EXEMPT NO. _____		VA RESIDENTS ADD 4% SALES TAX			
DEPOSIT ACCT. NO. _____		POSTAGE			
		TOTAL			

IMPORTANT INSTRUCTIONS

- **ORDER BY ED NO.** (6 digits)
  See Resources in Education
- **SPECIFY EITHER:**
  Microfiche (MF)
  or
  Paper Copy (HC)
- **ENTER UNIT PRICE**
  (See Below)
- **INCLUDE POSTAGE**
  (See Below)
- **ENCLOSE CHECK or MONEY ORDER**
  (U.S. Funds Only)
- **MAIL TO:**
  EDRS
  P.O. BOX 190
  Arlington, Virginia 22210
- **COMPLETE AND SIGN BELOW**

Date _____

Signature _____

Title _____

UNIT PRICE SCHEDULE
(Effective June 10, 1976)

MICROFICHE (MF)		PAPER COPY (HC)	
NUMBER FICHE EACH ED #	Price	NUMBER PAGES EACH ED #	Price
1 to 5	$ .83	1 to 25	$1.67
6	1.00	26 to 50	2.06
7	1.16	51 to 75	3.50
8	1.33	76 to 100	4.67
Each additional microfiche	.167*	Each additional 25 pages	1.34

*Total Price Should Be Rounded to Nearest Cent

CHART FOR DETERMINING UNITED STATES POSTAGE

1st CLASS POSTAGE FOR		4TH CLASS POSTAGE FOR TOTAL MF OR HC PAGES INDICATED (Allow 3-4 weeks delivery time from date of order)							
1-3 Microfiche Only	4-7 Microfiche Only	60 or less MF or HC Pages	61-120 MF or HC Pages	121-180 MF or HC Pages	181-240 MF or HC Pages	241-300 MF or HC Pages	301-360 MF or HC Pages	361-420 MF or HC Pages	Each Additional 60 MF or HC Pages
.13	.24	.21	.30	.39	.48	.57	.66	.75	.08

**Costs For Priority Shipment Availaibe Upon Request.

For Foreign Postage SEE REVERSE—

Revised May 1976

GENERAL INFORMATION

1. PRICE LIST
The prices set forth herein may be changed without notice; however, any price change will be subject to the approval of the National Institute of Education Contracting Officer.

2. PAYMENT
The prices set forth herein do not include any sales, use, excise, or similar taxes which may apply to the sale of microfiche or hard copy to the Customer. The cost of such taxes, if any, shall be borne by the Customer.

Payment shall be made net thirty (30) days from date of invoice. Payment shall be without expense to CMIC.

3. REPRODUCTION
Express permission to reproduce a copyrighted document provided hereunder must be obtained in writing from the copyright holder noted on the title page of such copyrighted document.

4. CONTINGENCIES
CMIC shall not be liable to Customer or any other person for any failure or delay in the performance of any obligation if such failure of delay (a) is due to events beyond the control of CMIC including, but not limited to, fire, storm, flood, earthquake, explosion, accident, acts of the public enemy, strikes, lockouts, labor disputes, labor shortage, work stoppages, transportation embargoes or delays, failure or shortage of materials, supplies or machinery, acts of God, or acts or regulations or priorities of the federal, state, or local governments; (b) is due to failures of performance of subcontractors beyond CMIC's control and without negligence on the part of CMIC; or (c) is due to erroneous or incomplete information furnished by Customer.

5. LIABILITY
CMIC's liability, if any, arising hereunder shall not exceed restitution of charges.

In no event shall CMIC be liable for special, consequential, or liquidated damages arising from the provision of services hereunder.

6. WARRANTY
CMIC MAKES NO WARRANTY, EXPRESS OR IMPLIED, AS TO ANY MATTER WHATSOEVER, INCLUDING ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE.

7. QUALITY
CMIC will replace products returned because of reproduction defects or incompleteness. The quality of the input document is not the responsibility of CMIC. Best available copy will be supplied.

8. CHANGES
No waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by an officer of CMIC.

9. DEFAULT AND WAIVER
a. If Customer fails with respect to this or any other agreement with CMIC to pay any invoice when due or to accept any shipment as ordered, CMIC may without prejudice to other remedies defer any further shipments until the default is corrected, or cancel this Purchase Order.
b. No course of conduct nor any delay of CMIC in exercising any right hereunder shall waive any rights of CMIC or modify this Agreement.

10. GOVERNING LAW
This Agreement shall be construed to be between merchants. Any question concerning its validity, construction, or performance shall be governed by the laws of the State of New York.

11. DEPOSIT ACCOUNTS
Customers who have a continuing need for ERIC documents may open a Deposit account by depositing a minimum of $200.00. Once a deposit account is opened, ERIC documents will be sent upon request, and the account charged for the actual cost and postage. A monthly statement of the account will be furnished.

12. STANDING ORDER ACCOUNTS
Customers who desire to receive microfiche copies of all ERIC reports announced in each issue of Resources in Education may do so by depositing $2000.00 or submitting an executed purchase order. The cost of each issue and postage will be charged against the account. A monthly statement of the account will be furnished.

13. PAPER COPY (HC)
A paper copy (HC) is xerographic reproduction, on paper, of the original document. Each paper copy has a Vellum Bristol cover to identify and protect the document.

14. FOREIGN POSTAGE
Postage for all countries other than the United States is based on the International Postal Rates in effect at the time the order is shipped. To determine postage allow 60 microfiche or 60 (HC) pages per pound. Customers must specify the exact classification of mail desired, and include the postage for that classification with their order. Payment must be in United States funds.

OTHER ERIC COLLECTIONS AVAILABLE FROM EDRS

STANDING ORDERS

Subscription orders of microfiche copies of all ERIC reports announced in each issue of **Resources in Education** average $160.00 per month at the rate of 8.7¢ per microfiche. Postage extra.

BACK COLLECTIONS (postage extra)

Reports in *Research in Education* for 1966 and 1967	$ 385.06
Reports in *Research in Education* for 1968	1,159.36
Reports in *Research in Education* for 1969	1,383.21
Reports in *Research in Education* for 1970	1,408.36
Reports in *Research in Education* for 1971	1,643.69
Reports in *Research in Education* for 1972	1,701.28
Reports in *Research in Education* for 1973	1,481.70
Reports in *Research in Education* for 1974	1,548.60
Reports in *Resources in Education* for 1975	1,734.61
Reports in *Resources in Education* Jan.–Apr. 1976	545.92
Entire Collection	$12,991.79

AIM/ARM MICROFICHE COLLECTIONS (postage extra) $0.158/fiche

CLEARINGHOUSE MICROFICHE COLLECTIONS (postage extra) $0.162/fiche

SPECIAL COLLECTIONS (postage extra)

Office of Education Research Reports 1956-65	$ 404.43
Pacesetters in Innovation, Fiscal Year 1966	144.57
Pacesetters in Innovation, Fiscal Year 1967	175.31
Pacesetters in Innovation, Fiscal Year 1968	112.12
Selected Documents on the Disadvantaged	334.26
Selected Documents in Higher Education	153.48
Manpower Research: Inventory for Fiscal Year 1966 and 1967	79.67
Manpower Research: Inventory for Fiscal Year 1968	44.41
Manpower Research: Inventory for Fiscal Year 1969	57.71